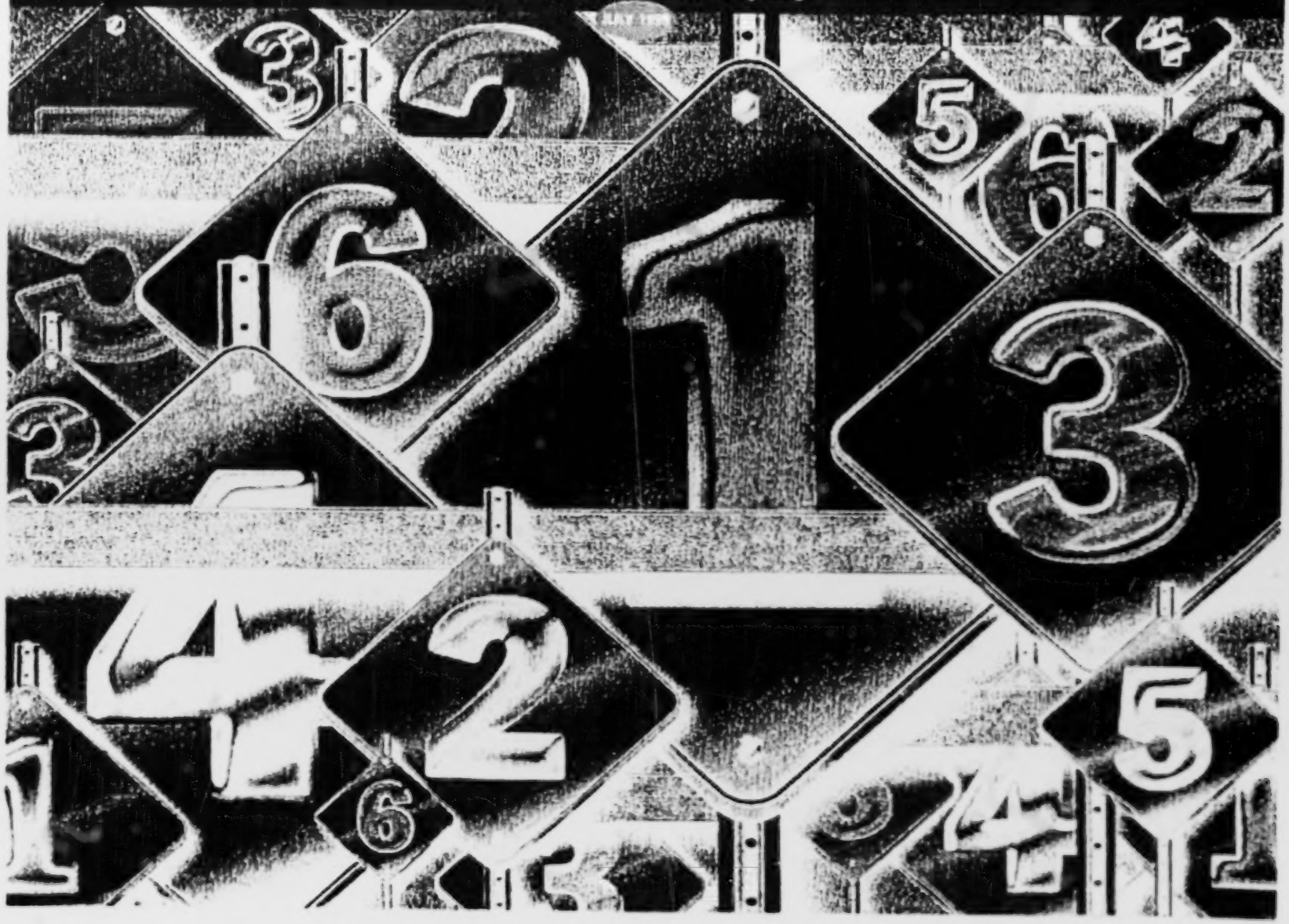
THE ROAD TO BASIC SKILLS TRAINING AND THE WORKPLACE

List of reference materials by stage



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SUMMARY TABLE OF THE STAGES INVOLVED IN ORGANIZING BASIC SKILLS TRAINING AND THE WORKPLACE

STAGE NO 1

CONSCIOUSNESS-RAISING — PARTNERSHIP

OBJECTIVES 1.1: To determine potential partners (internal and external) in terms of their interests, activities and achievements.
To provide the partners with information on the issue of basic skills training and the workplace and on the services offered by the organization or by other training organizations.

OBJECTIVE 1.2: To establish guidelines for carrying out activities involving all the players.

OBJECTIVE 1.3: To determine the roles and responsibilities of the different partners.

STAGE NO 2

PROMOTION

OBJECTIVE 2.1: To determine the characteristics of the target economic activity sectors, in order to determine the different needs.

OBJECTIVE 2.2: In conjunction with partners, to establish a list of the needs of potential companies in a given economic activity sector regarding basic skills training and the workplace.

OBJECTIVE 2.3: To inform the workplace environment of the full range of services offered.

OBJECTIVE 2.4: To target influential partners within companies (administrators of human resources departments, union, etc.).

OBJECTIVE 2.5: To target workers specifically.

STAGE NO 3

PRELIMINARY PLANNING

OBJECTIVE 3.1: To become familiar with the company profile that is relevant to the training project (the company history, history of training already given, needs met, resistance encountered, solutions implemented, etc.).

OBJECTIVE 3.2: To determine the company's needs and specify its expectations.

OBJECTIVE 3.3: To organize and conduct an analysis of the workers' needs.

SUMMARY TABLE OF THE STAGES INVOLVED IN ORGANIZING BASIC SKILLS TRAINING AND THE WORKPLACE

STAGE NO 4

DRAWING UP A TRAINING PLAN

OBJECTIVE 4.1: To sign a memorandum of understanding with the company and the other partners involved.

OBJECTIVE 4.2: To translate needs into general training objectives and desired skills with a view, among other things, to ensuring transfer of learning (general training plan).

OBJECTIVE 4.3: To draw up an inventory of the means and materials needed for the trainers' professional development, including those required to familiarize them with the corporate culture and the instructional materials, and to provide for the design of new materials, as needed.

OBJECTIVE 4.4: To choose the teaching staff.

STAGE NO 5

CARRYING OUT THE TRAINING ACTIVITIES

OBJECTIVE 5.1: To validate the information collected in stages 3 and 4 with the workers and sensitize them to the issue of basic training project.

OBJECTIVE 5.2: To validate the memorandum of understanding concluded under Objective 4.1 and, if needed, revise it together with all the partners (company, union, workers, and teaching staff).

OBJECTIVE 5.3: To develop the course outline based on needs, general objectives and desired skills, as defined in the general training plan under Objective 4.2.

OBJECTIVE 5.4: To offer the training.

STAGE NO 6

EVALUATION

OBJECTIVE 6.1: To evaluate the training process and its success, as well as the learning accomplished and the transfer of learning.

SUMMARY TABLE OF OBJECTIVES OF THE STAGES IN *THE ROAD TO BASIC SKILLS TRAINING AND THE WORKPLACE* AND HOW THEY RELATE TO IMPACT ASSESSMENT OF TRAINING ON A COMPANY'S PRODUCTIVITY

1 CONSCIOUSNESS-RAISING – PARTNERSHIP	2 PROMOTING THE SERVICES OFFERED	3 PRELIMINARY PLANNING	4 DRAWING UP A TRAINING PLAN	5 CARRYING OUT THE TRAINING ACTIVITIES	6 EVALUATION
OBJECTIVES OF *THE ROAD TO BASIC SKILLS TRAINING AND THE WORKPLACE*					
1.1 To determine potential partners (internal and external) in terms of their interests, activities and achievements.	**2.3** To inform the workplace environment of the full range of services offered.	**3.2** To determine the company's needs and specify its expectations. **3.3** To organize and conduct an analysis of the workers' needs.	**4.2** To translate needs into general training objectives and desired skills with a view, among other things, to ensuring transfer of learning (general training plan).	**5.3** To develop the course outline, based on needs, general objectives and desired skills, as defined in the general training plan under Objective 4.2. **5.4** To offer the training.	**6.1** To evaluate the training process and its success as well as the learning accomplished and the transfer of learning.
HOW THEY RELATE TO IMPACT ASSESSMENT					
Use the results of the impact assessment of previous basic skills training activities, activities currently underway or experiences of other organizations to organize new training activities or continue current activities.	Use the results of the impact assessment of previous basic skills training activities, activities currently underway or experiences of other organizations to promote basic skills training activities among workers.	For each need identified, determine the possible impact of training on company performance.	Establish training objectives, taking into account the desired impact.	Take into consideration the desired impact during the actual training process.	Note : Objectives 6.2 and 6.3 of the document *The Road to Basic Skills Training and the Workplace* are directly related to impact assessment. **6.2** To evaluate, together with all the partners, the qualitative and quantitative impact of the training process on the company's operation and production and to determine any necessary follow-up. **6.3** To use the results as a starting point for new consciousness-raising activities.

The proposed relationships are not necessarily linear in nature. It is therefore possible, if necessary, to go back to an activity that has already been carried out. Furthermore, the results and impact assessment can be used in the implementation of new basic skills training activities in the workplace.

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Direction de la formation générale des adultes
(DFGA)
du ministère de l'Éducation du Québec

and

Federal-Provincial Literacy
Initiatives Program
(FPLIP)

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* In Québec, commonly known by its French name, *Initiatives fédérales-provinciales conjointes en matière d'alphabétisation (IFPCA)*

TABLE OF CONTENTS

- **Introduction** 1
- **Prerequisite conditions for basic skills training and the workplace** 3
- **How to use this document** 6
- **The route** 8

Stage 1: Consciousness-raising – Partnership 10
Stage 2: Promoting the services offered 19
Stage 3: Preliminary planning 33
Stage 4: Drawing up a training plan 49
Stage 5: Carrying out the training activities 59
Stage 6: Evaluation 71

- **The side benefits of following the route** 78

Side benefits of following the route 79
The challenges 80
Conditions conducive to impact assessment 87
The right timing 88
Different types of assessment 89
Transfer of learning 91
Categories of focal points 93
Types of cooperation expected 97

- **Appendixes**

I List of reference materials for following the route 103
II Essential tools for assessing the side benefits of following the route 136

- **Complementary documents**

  Summary table of the stages involved in organizing basic skills training and the workplace
  Summary table of objectives of the stages in *The Road to Basic Skills Training and the Workplace* and how they relate to impact assessment of training on a company's productivity

Introduction

Over the past few years, the issue of basic skills training and the workplace has travelled the roads throughout the various regions in Québec, mainly reaching school boards and community-based literacy groups. The issue has also come to the attention of a number of partners working in the field of in-house training, such as companies, unions and the SQDM, to name but a few. It has been the subject of discussion, debate, evaluation and, above all, several community-based experiments and various works.

The idea of producing a document on the organizational operations involved in basic skills training and the workplace stems from a recognition of the importance of taking stock of achievements in this field and compiling the results of experiments in order to make them available to a greater number of interested organizations. Because a number of achievements in the area of basic skills training and the workplace have been the outcome of FPLIP projects, this document was basically written in relation to such projects. The members of the FPLIP provincial committee first held a working session for the purpose of compiling and classifying, by stage, the various activities observed in experiments conducted in the regions represented. An initial working sub-group was then set up to complete the work of the committee. This involved arranging the stages in order, organizing the content and identifying the reference materials. A second sub-group subsequently validated the results of a study and produced a document on assessing the impact of basic skills training on a company's productivity. This document made it possible, among other things, to show how the company and the service-providing organization share responsibility for training. This document was prepared on the basis of the work of this sub-group. As we wanted above all to avoid "re-inventing the wheel," the content of this document is taken from the results of the experiments and works surveyed.

For the sake of cohesion, this document presents information in a concisely summarized manner. It gives a picture of basic skills training and the workplace by :

- providing an overview of the stages in organizational operations and of the objectives of each stage;
- listing, for each stage, the objectives and the main activities to be carried out, as well as a series of observations, possible scenarios, and questions, together with possible solutions;
- establishing a relationship with impact assessment of basic skills training on a firm's productivity;
- presenting practical elements that facilitate the integration of a process by which to assess the impact of basic skills training in a business;
- giving examples of the types of materials to be used.

This document was prepared on the basis of the experiments conducted mainly with a view to providing effective literacy instruction. However, the process proposed here may also meet needs regarding the setting up of services for the pre-secondary level, as well as first and second cycle secondary-school levels. The document is organized as if it were a highway with various exits so that it can be used in a number of ways. **Readers can go back and forth within the same stage, take shortcuts that meet their needs, go from one objective in a one stage to an objective in another stage described by the document, or even stop to review the summary table of objectives.** Lastly, it is said that all roads lead to Rome… It's up to you to choose the one that best suits your needs.

Happy travels!

Prerequisite conditions for basic skills training and* the workplace

Regardless of whether one is considering a "basic skills training and the workplace" project for the first time or already has solid experience in this area, it is important, and indeed essential, to take into account certain prerequisite conditions related to the stakes involved in this type of educational initiative. These conditions pertain to different aspects of the training proposal. They must be regarded as basic principles, which, if followed, serve to guarantee the project's success. They are an integral part of all the stages involved in the organizational operations described in this document. In this regard, they are like sections of the highway that are virtually unavoidable! The conditions are presented below in a systematic manner to provide a summary of this document.

- **Training that is directly relevant to the target environment**

Upgrading basic skills is one objective of labour force development. It is important to be convinced of this need and take it into account. Both the company and the workers involved must face numerous changes, including those related to new technologies and to work organization within the company, to name but two. In this regard, school boards and community-based literacy groups must offer training that is customized, effective, and available close to the workplace or within the company itself, hence the catchphrase "basic skills training and the workplace." The training must be directly relevant to the target labour market and economic activity sector.

- **Training through shared responsibility**

Participation in existing partnership mechanisms in the area of labour force development—for example, the comités locaux or sectoral focus groups—is a prerequisite that must be encouraged as much as possible. In fact, it is very important to be familiar with the region's economic activities, the different spheres of sectoral activities, the key players, the status of the situation at different times, the stakes involved, as well as future projects. One must also be able to count on a solid regional team and be willing to do everything required to develop a partnership geared to offering services that are relevant to the realities and needs of the region.

* The word "and" has specifically been used to emphasize that any basic skills training project requires collaboration between the literacy group and the workplace.

Along the same lines, the social and economic responsibility for labour force training in the workplace must be regarded as a shared responsibility. In fact, it is no longer the responsibility solely of educators but rather depends on the partnership relationships among the different players concerned. This shared responsibility is therefore the focus of joint initiatives that bring together the company's internal resources—such as its human resources, training coordinators, and union representatives—external resources such as various public and parapublic agencies, those responsible for services to companies and those responsible for general education in school boards and in community-based literacy groups. In keeping with its particular fields of professional activity, each resource contributes to the success of the "basic skills training and the workplace" project. Thus, it is important to support and structure the project with the help of all the players involved, according to their own spheres of activity, while sharing the decision-making power associated with the project.

- **Various levels of training**

A "basic skills training and the workplace" project is best received by management and union representatives if it is presented in terms of a company-related learning experience. This means that training will be geared to developing skills in English and arithmetic and basic non-technical skills in the context of practical situations that mirror the reality of the work at hand. We have noted that when a project is presented in this way, cooperation among all the players is more readily established, which in turn allows for more efficient and effective expression of needs. Communication with partners and the mechanisms used may therefore be considered cornerstones both for organizing and actually offering training.

The ability of the training organization to handle a project of this scope must be assessed from the outset. Workers may have needs that exceed the limits of the program. The organization must spell out the potential and the limitations of basic skills training as soon as it forms a partnership with the target environment. Many of the workers who are interested in the project may have little education, while others may have more advanced training and may seek to earn credits for the Secondary School Diploma (SSD). Several meetings will have to be held in order to specify the type of needs involved. As well, the number of workers with the same needs must be compared with the student/trainer ratios required by the organization; staff selection also depends on the placement of the adult learners. If the organization's usual service offerings focus on literacy skills, but the needs of a given company are at the level of secondary-school studies, the organization's ability to meet such a demand will have to be assessed.

- **Continuing education**

The "basic skills training and the workplace" project is bold and relatively new, and is intended to bring about new behaviours within the company. The impact of the training cannot help but be conclusive and positive for all since, most of the time, new promotional material will necessarily have been developed, a new work team formed and many hours allocated to needs assessment, planning and actual training, as well as to the transfer of learning (skills and knowledge) in the workplace. Each company's situation is different and will have to be respected and supported in the training of its human resources, all with an underlying concern for quality and performance.

- **Impact assessment of basic skills training on a company's productivity**

Assessing the impact of basic skills training on a company's productivity is an integral part of basic skills training. It is a necessary condition, providing continuity and guiding change.

The assessment makes it possible to link the evaluation of an approach to basic skills training and the workplace with the planning of new activities for continuing education. As well, such assessment makes it possible to maintain cohesion and continuity throughout the process of continuing education.

Assessing the impact of basic skills training on a company's productivity is a concerted action that arises from a desire to specify needs; it is formulated in terms of training objectives and takes concrete shape through the evaluation of various factors: evaluation of the participants' satisfaction, evaluation of the participants' knowledge, and evaluation of changes in the workplace.

This assessment combines the following conditions: a direct link with the workplace, shared responsibility, collaboration between all the partners involved and the development of a positive approach to continuing education in the company.

How to use this document

Below is some information that will enable users to use this document efficiently and to find the desired information quickly.

- **Two tables: an overall view**

The pocket inside the front cover contains two tables: one table showing the six organizational stages on the road to basic skills training and the workplace, and another table giving certain objectives of the six stages and their role in assessing the impact of basic skills training on a company's productivity. Among other things, these tables can serve as group-facilitation or communication tools during, for example, training sessions, conferences or seminars on the subject. Take a look at these summary tables before reading the chapters that follow.

- **The route**

There are six stages on the road to basic skills training and the workplace. In order to obtain an overview of the stages, it is useful to read the introduction that precedes each one. Each introduction summarizes the main content of the stage. Thus, depending on their needs, readers may refer directly to the aspect of interest to them. As well, a summary table of the objectives of each stage, entitled *Road plan*, is included at the beginning of each stage, immediately following the introductory text. During a car trip, it is sometimes necessary to stop and take the time to look at a road map. The sections entitled *Road map* and *Exit* were included for this purpose. They provide a source of ideas, answers or inspiration to help you find new possible solutions.

This stage-based approach can be used to suit individual needs. Some people may consider one stage to be a higher priority than another, whereas others may prefer to spend time on the tables of questions and suggested solutions in order to obtain answers to specific questions that arise during implementation. Lastly, although the material is presented according to a logical model, that is, in sequential stages, the way these are actually carried out will depend on the interests, needs and experiences of all the partners.

- **Side benefits of following the route**

This section completes the last stage of the route. The section makes it possible to link the route followed with impact assessment of basic skills training on a company's productivity. This transition point enables one to highlight the success of the activities undertaken and to evaluate the actual possibilities of learning being transferred in time (short-, medium-, or long-term) and space (the organization of work); the data gathered as this stage can also be used when new activities are engaged in.

- **Appendix I: List of reference materials for following the route**

This list presents reference material in accordance with the organizational stages in *The road to basic skills training and the workplace*. It gives reference works of all sorts, including guidebooks, comparable project descriptions, statistical documents, videos, studies, tests, working documents, catalogues and directories.

- **Appendix II: Essential tools for assessing the side benefits of following the route**

The tools for assessing the side benefits of following the route are related to the practical aspects of assessing the impact of basic skills training on a company's productivity. These tools are essential to the establishment of a concerted training process. This appendix contains proposals for group-facilitation activities, illustrated by a suggested scenario for meetings and developed according to the type of objective being evaluated. Finally, a sample checklist and chart are given, making it possible to adapt the group-facilitation activities and to compile results depending on the types of objectives selected.

The route

The road to basic skills training and the workplace comprises the six following stages:

Stage 1	Consciousness-raising – partnership
Stage 2	Promoting the services offered
Stage 3	Preliminary planning
Stage 4	Drawing up a training plan
Stage 5	Carrying out the training activities
Stage 6	Evaluation

STAGE 1

Partnership is the cornerstone of successful basic skills training and the workplace. As there are many players in this field, it is important to establish a partnership formula that is both flexible and solid right from the outset. First, you must identify the partners available at the local and regional levels in this field. These partners are found both within school boards or community-based literacy groups and elsewhere. Together, all the players must then define their respective responsibilities, roles and place within the partnership structure. Stage 1 of this journey therefore focuses on consciousness-raising and partnership.

1

Road plan

Summary table of the objectives of Stage 1

Objective 1.1	• To determine potential partners (internal and external) in terms of their interests, activities and achievements. • To provide the partners with information on the issue of basic skills training and the workplace and on the services offered by the organization or by other training organizations.
Objective 1.2	• To establish guidelines for carrying out activities involving all the players.
Objective 1.3	• To determine the roles and responsibilities of the different partners.

Objective 1.1	• To determine potential partners (internal and external) in terms of their interests, activities and achievements. • To provide the partners with information on the issue of basic skills training and the workplace and on the services offered by the organization or by other training organizations.

Suggested activities	• Draw up as specific a list as possible of the partners who could or should be targeted and made aware of the issue of basic skills training and the workplace. • Select so-called "natural" partners from the list. • Organize meetings according to different formats (one large group, several small groups, smaller working committees that meet regularly or on an ad hoc basis, etc.).
Reference materials	• Promotional documents such as videos, information kits, posters, and brochures. • Planning guides for basic skills training and the workplace activities.

Objective 1.2	• To establish guidelines for carrying out activities involving all the players.

Suggested activities	• Together with the partners involved, determine sectors of economic activity and performance indicators by sector, or consult surveys on the subject that have been conducted in the region. • Write a short orientation document, based on local and regional realities, that discusses future prospects and stakes relating to the labour market. • Based on these guidelines, define principles for action that are formulated in terms of operations and on which there is consensus among all players—for example, factors that determine the success or failure of an activity.
Reference materials	• Thought-provoking texts to spark the exchange of ideas and encourage discussion.

Objective 1.3	• To determine the roles and responsibilities of the different partners.

Suggested activities	• Based on the guidelines and according to the characteristics of each partner, hold discussions aimed at defining the specific roles and responsibilities of each partner. However, there should be some leeway so that changes can be made along the way.
Reference materials	• Information documents.

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
How should the target partners be chosen from among all the economic activity sectors in the region and the various workplaces that they encompass?	Target the economic activity sectors that suffer the most from lack of training. Temporarily limit activities to compiling the requests made by the milieu, analyzing them and responding to them at a later date.
Internal partners such as school board services to business and external partners such as local unions show little interest in forming an initial partnership.	First, work with the internal and external partners that are already sensitized to the issue of basic skills training and the workplace. Follow the most promising leads and, above all, maintain and pursue the activities undertaken. Energy must be concentrated on the activities to be carried out: there is no point in striving in vain to convince partners who show no interest.
What features should the consciousness-raising message have?	The message must • take account of the company's development and management context; • be adapted to the realities of the work environment and of the related economic sectors.

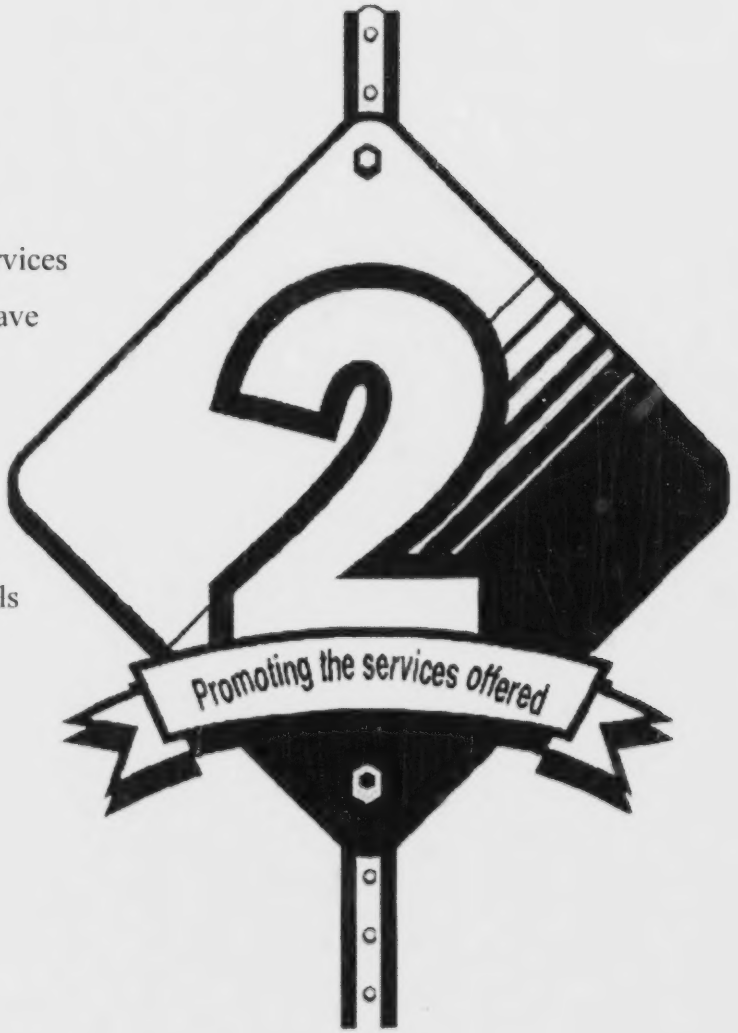
Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
How do we find out about the opportunities offered by the partners and take advantage of them (fields of activity, leeway, mandates, variety of resources, etc.)?	Provide partners with the tools that will allow you to draw up their profiles and, together, based on these profiles, determine the best type of cooperation for raising consciousness. Be open and responsive to the realities of the different companies by adopting new attitudes and new ways of working and dealing with them.
Different types of changes occur that alter the roles and responsibilities that have already been established. What should we do?	Do not hesitate to redefine the roles and responsibilities of the partners affected by the changes, if need be. It is important to adopt a dynamic rather than static attitude.
The requests made by the milieu precede the offer of services by the school board or the community-based literacy group.	As the file coordinator, make sure that the development and action plan of the school board or the community-based literacy group includes a section on basic skills training and the workplace.

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
Not all the desired conditions for implementing consciousness-raising activities are in place. Can the operation be started anyway?	Provided that the main conditions are in place, you must act. In this regard, you must accept to play a leading role with respect to the launching of the project.
How do we monitor the progress of the file and exchange ideas and information?	Create a formal network for the exchange of ideas, experiences, information, and so on, by setting up regional and local working committees with objectives for action in the workplace environments targeted. This will make it possible to benefit from positive experiences and to keep abreast of past difficulties and failures. Inventory and consult documents from different sources.
Should we concentrate mainly on the target environments?	Public opinion must also be considered: its influence on the target environments is not negligible.

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
The anticipated results are not readily apparent.	One must be realistic and remember that consciousness-raising is a lengthy process that often produces results only in the medium and long terms. In addition, this process is never truly over since changes within the company must continuously be taken into account.

STAGE 2

The second stage of the organizational process pertaining to a "basic skills training and the workplace" project has to do with promoting the services offered. Once the consciousness-raising activities have been completed, a stable network of partners should be in place. Promotional activities make it possible, on the one hand, to expand this network of partners and, on the other, to target economic activity sectors and companies that have needs in the area of basic skills training. Lastly, this stage deals with how to reach out to workers.

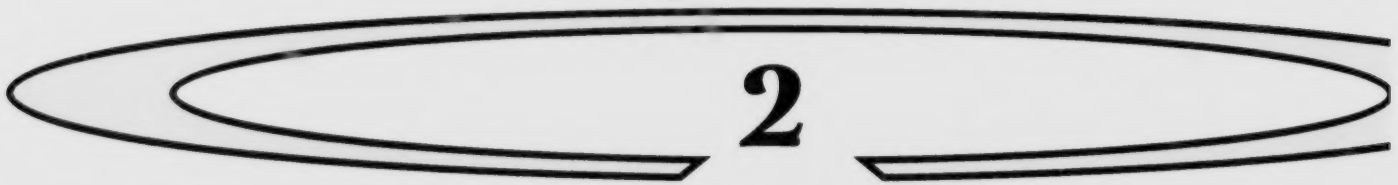


2

Road plan

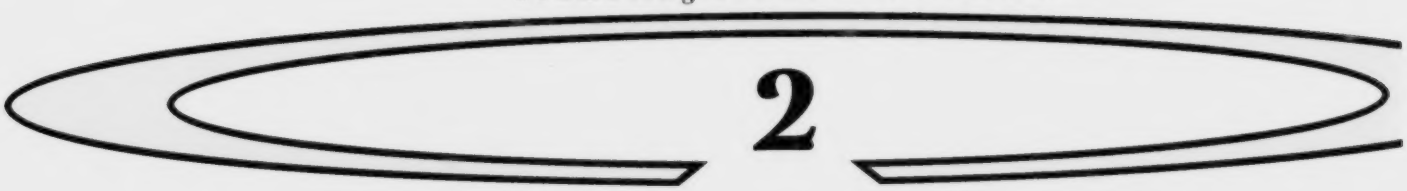
Summary table of the objectives of Stage 2

Objective 2.1	• To determine the characteristics of the target economic activity sectors, in order to determine the different needs.
Objective 2.2	• In conjunction with partners, to establish a list of the needs of potential companies in a given economic activity sector regarding basic skills training and the workplace.
Objective 2.3	• To inform those in the workplace environment of the full range of services offered.



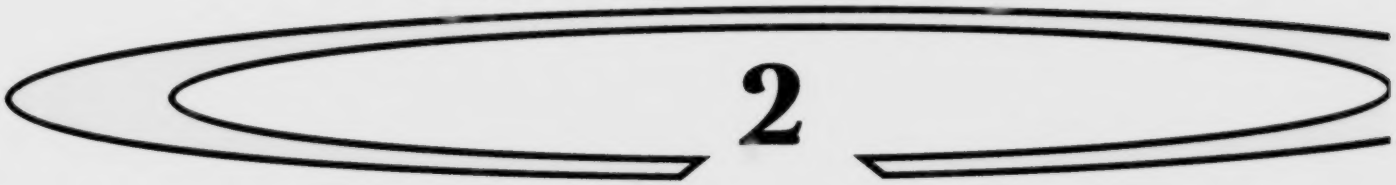
Objective 2.4	• To target influential partners within companies (administrators of human resources department, union, etc.).

Objective 2.5	• To target workers specifically.



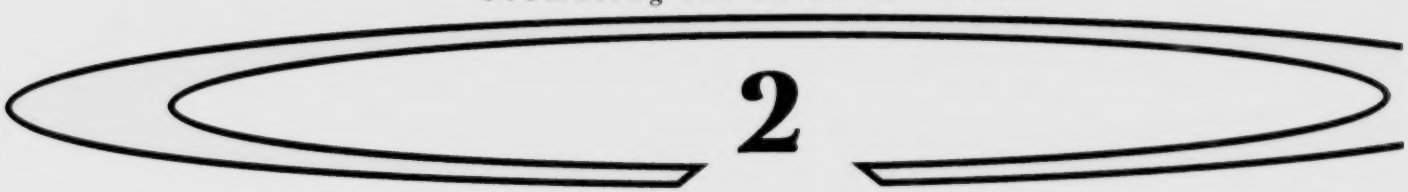
Objective 2.1	• To determine the characteristics of the target economic activity sectors, in order to determine the different needs.

Suggested activities	• Collect and analyze data on the target economic activity sectors. • Visit companies.
Reference materials	• Documentation of the regional SQDM. • Documentation produced by companies.



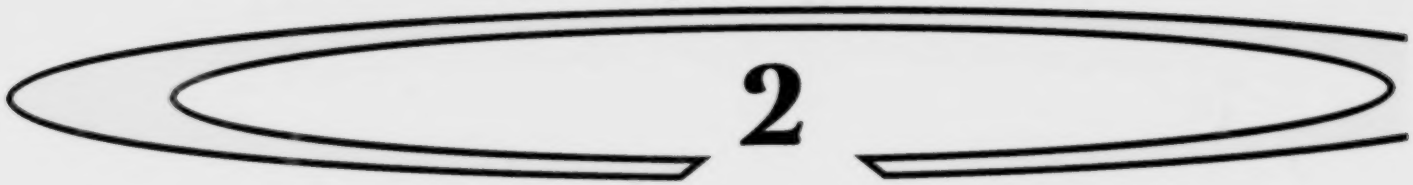
Objective 2.2	• In conjunction with partners, to establish a list of the needs of potential companies in a given economic activity sector regarding basic skills training and the workplace.

Suggested activities	• Study needs analyses carried out by the regional SQDM. • Take an inventory of the documentation on potential companies. • Visit companies.
Reference materials	• Statistical documents. • Studies or publications of sectoral associations. • Needs analyses carried out by school boards and community-based literacy groups.



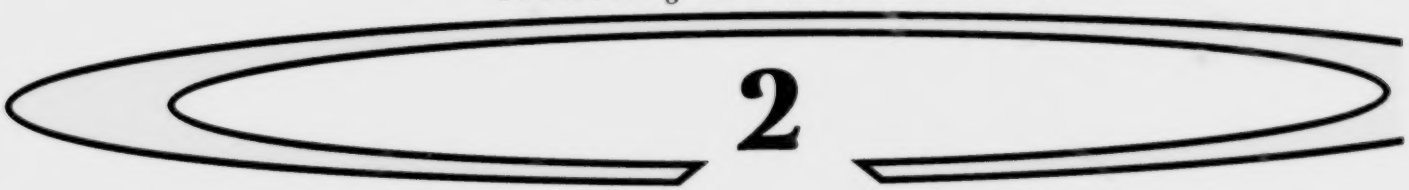
Objective 2.3	• To inform those in the workplace environment of the full range of services offered.

Suggested activities	• Distribute promotional material tailored to the characteristics of the target environments (companies, unions, associations, etc.). • Make contact with representatives of the educational and labour sectors at the local or regional level (meetings, letters, telephone calls, etc.). • Organize mini-talks with business associations on the subject of basic skills training. • Participate in activities organized for business people and for union representatives.
Reference materials	• Promotional documents produced by school boards, community-based literacy groups and partners.



Objective 2.4	• To target influential partners within companies (administrators of human resources department, union, etc.).

Suggested activities	• Make increased numbers of brief but effective contacts, doing evaluation and follow-up.
Reference materials	• A list of training programs and the organizations that offer them. • Videos on activities carried out by school boards and community-based literacy groups.



Objective 2.5	• To target the workers specifically.

Suggested activities	• Adapt promotional material to the different economic activity sectors. • Display posters, distribute brochures, and include letters and opinion questionnaires in paycheque envelopes. • Set up consciousness-raising booths close to work activities. • Give your message exposure in original ways by using areas that are in proximity to work activities: bulletin boards, cloakrooms, the cafeteria, meeting rooms, etc.
Reference materials	• Promotional documents produced by school boards, community-based literacy groups and partners.

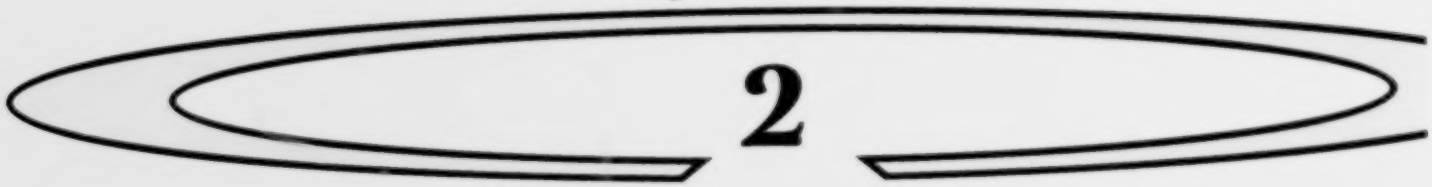
Promoting the services offered

2

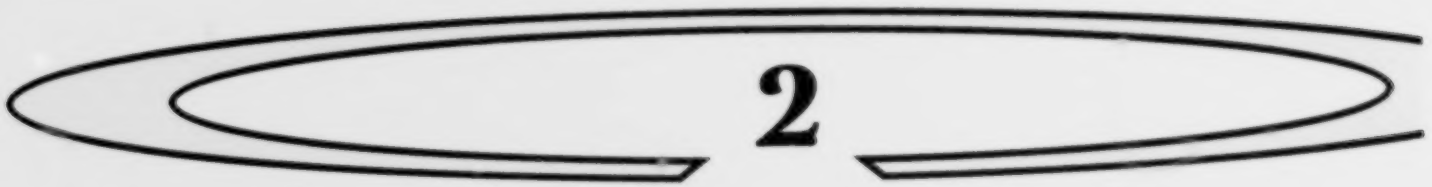
Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
The concept of basic skills training is often little known in the workplace.	It is essential to use promotional material that provides a maximum of information on the concept of basic skills training and its advantages as well as the services offered and terms and conditions of the offer. Explain this concept in person to the company's managers and workers by giving concrete examples.
The term "offer of service" is confusing for the workplace, which attributes a different meaning to it.	It is important to highlight the distinction between the offer of service and the offer itself. The offer of service usually includes all the components of training offered by the school board or the community-based literacy group. The actual offer has to do mainly with all aspects of the memorandum of understanding reached by the parties concerned (Objective 4.1).

2

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
The partners, and specifically company managers, have difficulty making the connection between basic skills training and its beneficial impact on performance.	Obtain clear information on the company's main mission and determine together with the company how basic skills training could be of benefit. Avoid theoretical discussions and get right to the essential. It is recommended that you do an activity with the company related to its current and anticipated needs. It is also useful to illustrate how training can give rise to new attitudes and new behaviours. It is equally important to point out the future benefits of training.
Are there partners who are essential in the promotional stage?	All the partners identified in the consciousness-raising stage may participate in the promotional stage, according to the established roles and responsibilities. However, the participation of the employer and that of the union are essential at this stage, as well as during all the other stages.



Road map **– Observations, possible scenarios, questions –**	**Exit** **– Possible solutions –**
The employer or the union is reticent about participating in a basic skills training project.	It is essential to assimilate the corporate culture. Inasmuch as possible, you may want to suggest that all aspects of basic skills training be part of management and labour agreements. It is preferable to meet the two parties together rather than separately.
What should be done in the event that no agreement is possible between the above-mentioned parties?	There is no use in forcing the issue; one must simply wait for the idea to be appreciated.
Very often, the concept of a partnership that includes the employer, union and training organization is not entirely accepted within companies.	A factor in success, partnership must be a priority and efforts should be made to maintain it throughout the project. In a partnership context, each partner has specific responsibilities.



Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
With regard to the promotional campaign, should the characteristics specific to each company in a given activity sector be defined?	It is necessary to take the time to get to know the components and operating procedures of the target companies by using, among other things, the profile of the economic activity sectors that was drawn up beforehand or that is available from organizations such as the SQDM.
It is said that "too much is the same as not enough." There is often a tendency to duplicate promotional material, either in content or number, and this leads to unnecessary expenses, a work overload and a surplus of information.	It is more efficient to plan, from the outset, for broad and flexible promotional material that takes account of all the steps in this process. The material used must be adapted to the need and it must be simple and accessible. Also, remember that nothing replaces contact among the players concerned.
Each partner in the promotional campaign has its own resources to represent it, which can sometimes cause widely diverging opinions and ways of doing things.	It is up to each partner to determine its resources. A relationship of trust can be established only if everyone is prepared to be flexible.

2

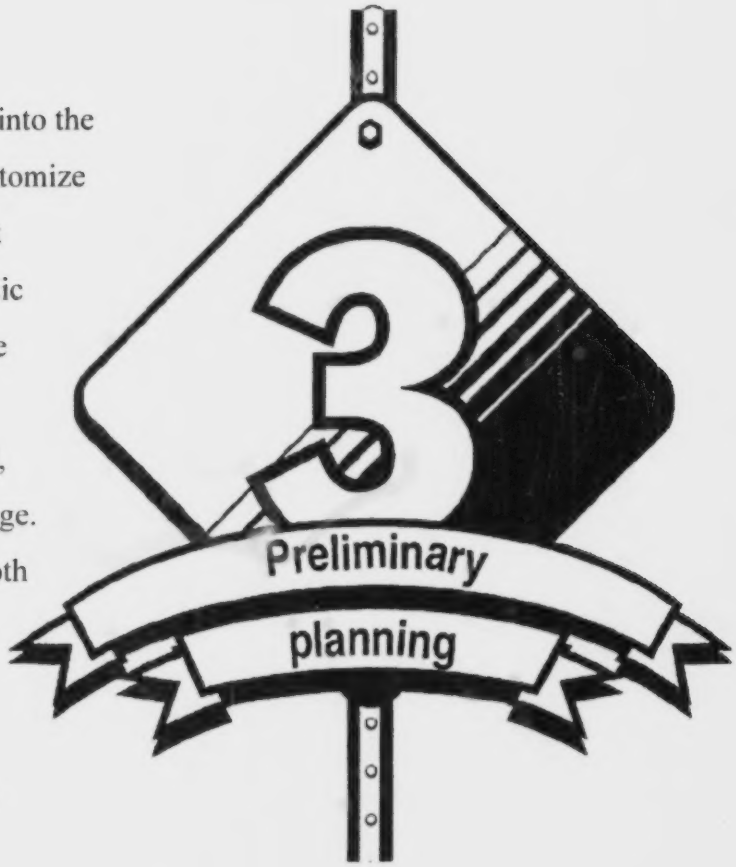
Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
Everything is ready for the promotional campaign to be launched — everything except that the financial and human resources needed to carry out the planned activities with the partners are lacking.	The capacities or usefulness of each partner, both internal and external, must be re-examined in light of the difficulties raised. Experience, human resources, materials and funding possibilities must be pooled.
Despite efforts to pool resources, different types of constraints may still exist, at least for a certain period of time.	Once the constraints have been identified and accepted, alternative scenarios must be envisaged, together with all the partners. In the case of financial constraints, for example, one could propose that the services be continued in the next fiscal year.
Partnership is essential to the success of future activities.	As the establishment of a partnership is essential to the success of future activities, the first initiatives with the workers should be taken in conjunction with the partners targeted, including company managers and union representatives.

2

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
When the time comes to actually contact the workers, we come up against the problem of their lack of availability. What should we do?	You must work together with the company's human resources department and union representatives, and take advantage of breaks and lunch hours, in short, any time when workers are available and, consequently, more receptive to hearing about the offer. The message must be brief and effective.
How should we evaluate the scope of the initial promotional activities?	You must use the pre-established communication network, ensure that information is disseminated in each targeted company and set deadlines to take stock of the situation. If necessary, the planned strategies should be modified. You could also offer the services of an individual from the school board or the community-based literacy group with a particular expertise, who would assist the company representative throughout the promotional campaign.

STAGE 3

Stage 3 takes us to the very heart of the action, that is, into the companies targeted, and thus makes it possible to customize any steps taken. In fact, it is at this point that the joint committee, which is the driving force behind the "basic skills training and the workplace" project, is formed within the company. However, it may happen, depending on the dynamics of the company and the contacts already established, that this committee was set up at the consciousness-raising stage. The tasks of the joint committee are to analyze the needs of both the company and the workers and to recruit from among the latter adults for whom training meets the identified needs. Once these tasks have been completed, it is then possible to determine the conditions needed to implement training and to actually set up the training groups.



3

Road plan

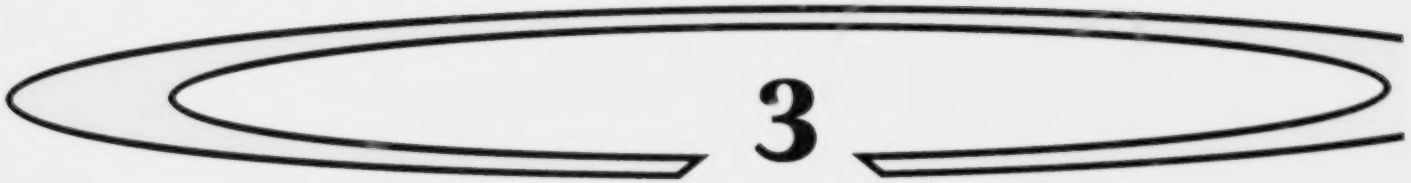
Summary table of the objectives of Stage 3

Objective 3.1	• To become familiar with the company profile that is relevant to the training project (the company history, history of training already given, needs met, resistance encountered, solutions implemented, etc.).
Objective 3.2	• To determine the company's needs and specify its expectations.
Objective 3.3	• To organize and conduct an analysis of the workers' needs.
Objective 3.4	• To set up a joint committee (if not already done at the consciousness-raising stage) whose task is to monitor the training process, from the planning stage through to evaluation.

Objective 3.5	• To determine the conditions necessary for implementing training: costs and budget, schedule, timetable, conditions for releasing workers from their duties, training locations, recruitment methods, ways of classifying workers and possibilities of transferring skills.

Objective 3.6	• To recruit adults for whom training meets certain needs. • To clarify the potential and the limitations of basic skills training.

Objective 3.7	• To form one or more training groups.

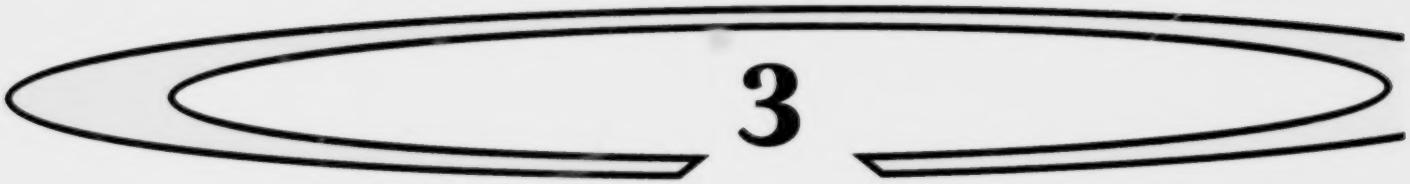


Objective 3.1	• To become familiar with the company profile that is relevant to the training project (the company history, history of training already given, needs met, resistance encountered, solutions implemented, etc.).

Suggested activities	• Target the human resources in the company's different activity and management divisions that are associated with the basic skills training project in order to form the joint committee, if it was not already set up in the consciousness-raising stage: managers, foremen, quality assurance manager, union and social representatives, etc.
Reference materials	• Company flowchart and documentation.

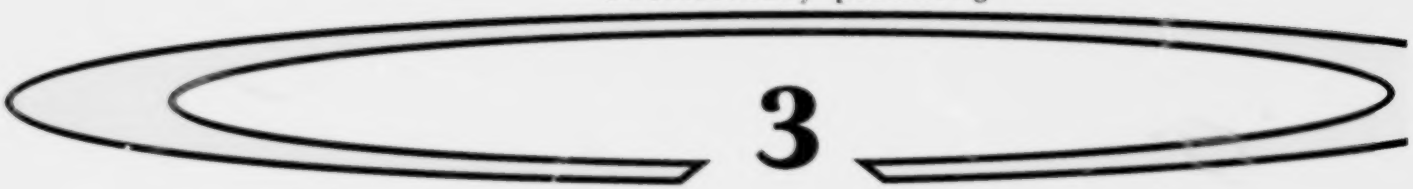
Objective 3.2	• To determine the company's needs and specify its expectations.

Suggested activities	• Study and analyze the documentation on the company. • Hold meetings. • Conduct interviews of the various human resources mentioned under Objective 3.1.
Reference materials	• Documentation produced by the companies. • In-house questionnaire. • Guidelines drawn up by school boards or community-based literacy groups.



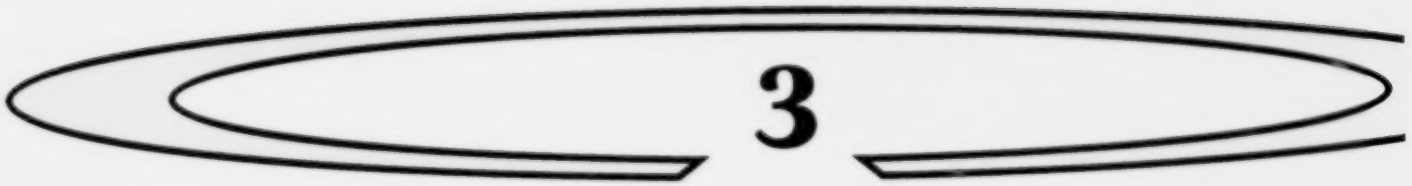
Objective 3.3	• To organize and conduct an analysis of the workers' needs.

Suggested activities	• Collect data on workers' specific needs by means of questionnaires, tests, group and individual meetings, etc. • Analyze data and write a report for the employer and the union.
Reference materials	• Questionnaires on the workers' characteristics and needs. • Placement tests from school boards and community-based literacy groups. • Implementation guides for in-house training services designed by different organizations.



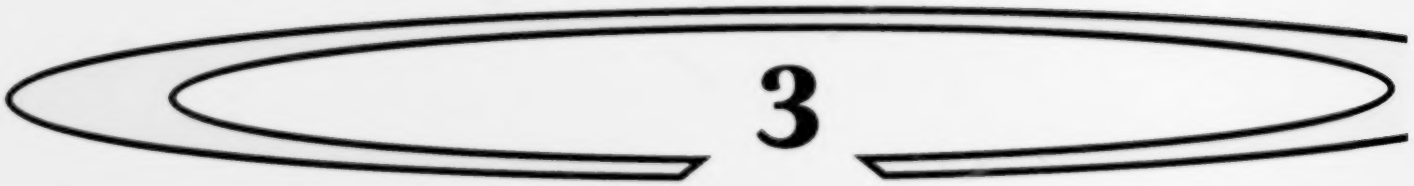
Objective 3.4	• To set up a joint committee (if not already done at the consciousness-raising stage) whose task is to monitor the training process, from the planning stage through to evaluation.

Suggested activities	• Hold structured and effective meetings. • Write and distribute minutes of meetings.
Reference materials	• Material for facilitating meetings. • Union-produced guidebooks on the union's role in basic skills training.



Objective 3.5	• To determine the conditions necessary for implementing training: costs and budget, schedule, timetable, conditions for releasing workers from their duties, training locations, recruitment methods, ways of classifying workers and possibilities of transferring skills.

Suggested activities	• Based on the knowledge of the company and its components that was acquired in the previous stages, formulate a proposal that includes the various elements required to implement and offer training. • Have this proposal accepted by the joint committee. Note: The evaluation methods depend on the different aspects to be evaluated: learning (reading, writing, arithmetic), attitudes and skills, the company's training culture, the process as a whole, the effects of training, and follow-up.
Reference materials	• Data collected during the preceding stages.



Objective 3.6	• To recruit adults for whom training meets certain needs. • To clarify the potential and the limitations of basic skills training.
Suggested activities	• Determine how recruitment will be carried out, in conjunction with the joint committee. • Distribute information on the content of general training and occupational training and on how these two types of training are connected in terms of prerequisites. • Hold information sessions on previously determined needs. • Hold meetings, by work sector, geared to demystifying training in order to pinpoint fears and prejudices, to encourage adults to enroll in training activities and to promote the learning opportunity.
Reference materials	• Implementation guides for in-house training services developed by different organizations.

Objective 3.7	• To form one or more training groups.

Suggested activities	• Form training groups, according to a model which respects the conditions set by the training organization, the ministère de l'Éducation du Québec, in the case of certain instructional services, and the company.
Reference materials	• Lists of people recruited. • Results of placement tests. • Workers' schedules. • Schedule of room availability. • Materials designed by certain school boards and community-based literacy groups.

3

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
The promotional activities have been fruitful, as one of the companies targeted is interested in planning a training project. However, the human resources designated by the company for this purpose have very little availability and do not seem to be informed about what is involved and the type of participation expected of them. What should we do?	Even though this can be limiting, it is essential to adapt to the company's human resource availability in various ways. Even though holding group meetings means reaching a greater number of people at once, it may nonetheless be necessary to meet with the company's human resources one by one. In all cases, it is important to provide as much information as possible on the proposed offer of service. The fact that an extensive promotional campaign has already been carried out helps greatly in recruitment.
What should we do if there are overlaps with union activities and duplication of the information that is distributed?	The partnership structuring carried out stages 1 and 2 very often makes it possible to avoid overlaps and duplication of information. The fact of involving the same human resources within the company throughout the process is one way of avoiding having to endlessly start over from scratch. Just as you must adapt to the availability of the company's human resources, so you must also monitor the work of any partners, such as the union, and ensure that they are integrated into the various planning stages.

3

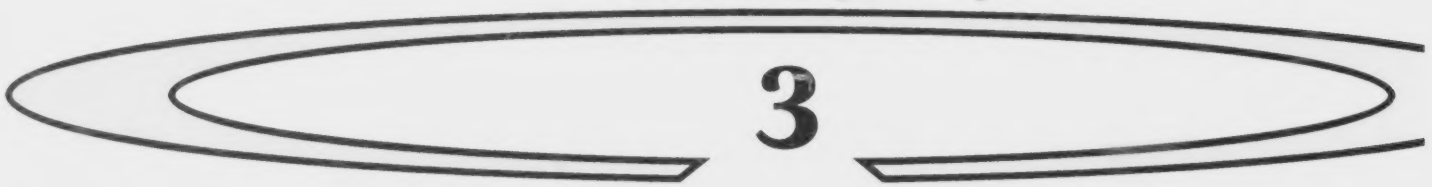
Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
What must we know about the company?	The collection of data on the company must be limited to what is useful to the training process. You must avoid interfering in the company's training culture. The questionnaire used to collect data must be adapted to the characteristics of the target company and make it possible to gather as much relevant information as possible. It is important to establish a trusting relationship and to listen well, so that you will be in a position to propose, at a later date, training strategies that reflect the realities of the company.
Sitting on the joint committee could be considered a work overload.	The training project affects all the members of the joint committee, not simply one or two people; responsibilities must also be shared among the members. Meetings must be structured and efficient, while encouraging everyone to participate.

3

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
How do we go about planning work and training schedules and the length of the training sessions?	In the preceding stage, it is important to plan around periods of peak production and vacation periods that can give rise to scheduling conflicts. A training session should extend over 60 hours. Other sessions could be added following the evaluation of the initial training session. A session could be divided into two to five hours of training a week. It may also be necessary to make the employer aware of the fact that training is something that is added to the workers' numerous other responsibilities. The employer may then be more inclined to resolve potential scheduling conflicts. It may be useful to encourage both workers and employer to share responsibility regarding availability.
The places where the training sessions are held are also one of the conditions that determine how successful the training will be.	It is important to use premises that are arranged and equipped to promote maximum learning. The training locations must be near the workplace. Places that are not soundproof and are too busy should be avoided.

3

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
It is difficult to get the employer to release the workers from their duties so that they can attend information meetings.	The schedule for information meetings should be flexible: day, evening, night, outside working hours, etc. These meetings should be planned during the initial contact with the influential partners (objectives 2.3 and 3.1) who were made aware of the importance of such meetings for the success of the project.
Certain partners within the company are not present during recruitment activities despite their initial willingness to participate. This has a negative effect on the actual recruitment.	The planned activities should be held regardless of attendance. Each activity must be a signpost along the way and a sense of progress must be felt. Very often, it takes time for mentalities to change and for there to be greater participation on the part of all the partners.
Recruitment is hindered by the company's internal problems. What should we do?	It is important to know the company's internal problems from the outset. This allows the necessary changes to be made, while giving the parties concerned enough time to settle their own problems.



Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
Everything is functioning well except for … recruitment. What should we do?	Often the fear of encountering prejudices and the fear of being fired as a result of revealing a need for basic skills training cause a certain degree of resistance. These fears may be allayed together with all the partners in the company, even those who do not sit on the joint committee. You must also be able to guarantee that files will be kept confidential. Lastly, voluntary participation should be encouraged and the recruitment process should not be rushed, regardless the significance of the needs identified. It is preferable to announce that there will be ongoing enrollment or additional training sessions at a later date.
Can the needs assessment be completed in the initial meetings with the workers?	Needs may become clearer in the course of training activities. This is why training should not be delayed. On the other hand, it is important to take the time to assess needs as thoroughly as possible.

3

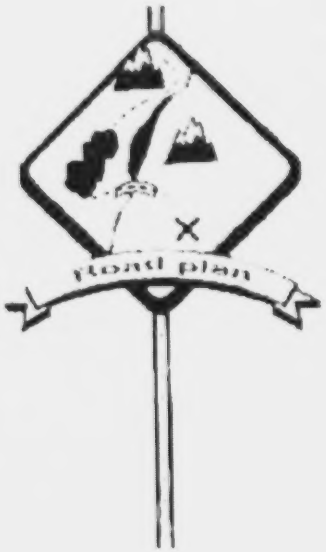
Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
Needs analysis: a crucial step in the training process.	In a context of integrated training, i.e. training that combines academic content and practical situations—workers' training needs (oral and written communication, general skills, etc.), their job tasks, as well as their personal, social and vocational responsibilities must be coordinated where necessary.
Workers' needs and the employer's needs are not necessarily the same.	It is important to distinguish between the workers' needs and the employer's needs so that, in the next stage, objectives can be formulated accordingly. Similarly, general training needs must be distinguished from vocational training needs.
Funding problems arise when it comes time to form training groups, because of the ratios imposed on the school boards by the ministère de l'Éducation du Québec.	You must find ways to share resources with the different partners involved in the training process: the company, the SQDM and the community-based literacy groups.

STAGE 4

Stage 4 deals with the actual training. In fact, all aspects of this stage are directly related to the training activities. It is at this stage that the general training plan is prepared and the teaching staff chosen. Once the trainers have been chosen, they will be required to take a professional development course consistent with their experience and needs. The actual carrying out of the training activities will be dealt with in Stage 5.

4

Road plan



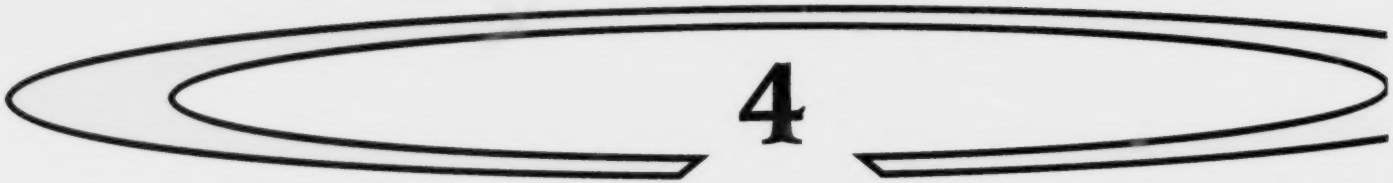
Summary table of the objectives of Stage 4

Objective 4.1	• To sign a memorandum of understanding with the company and the other partners involved.
Objective 4.2	• To translate needs into general training objectives and desired skills with a view, among other things, to ensuring transfer of learning (general training plan).
Objective 4.3	• To draw up an inventory of the means and materials needed for the trainers' professional development, including those required to familiarize them with the corporate culture and the instructional materials, and to provide for the design of new materials, as needed.
Objective 4.4	• To choose the teaching staff.

4

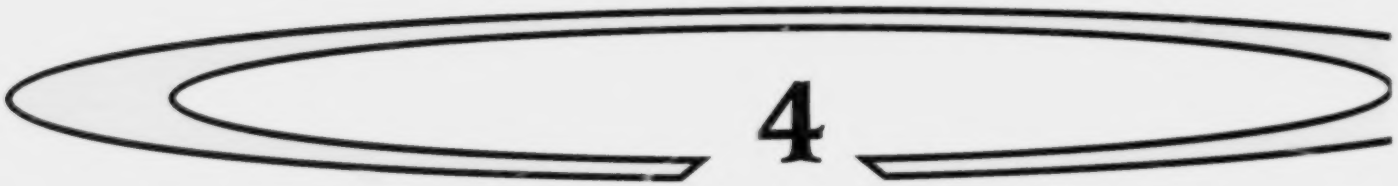
Objective 4.1	• To sign a memorandum of understanding with the company and the other partners involved.

Suggested activities	• Based on the training conditions determined under Objective 3.5, propose a clear and detailed memorandum of understanding. • Discuss and, as needed, modify the memorandum of understanding. The parties (company, union, training organization) then sign the memorandum of understanding.
Reference materials	• Implementation guides for "basic skills training and the workplace" projects designed by school boards and community-based literacy groups.



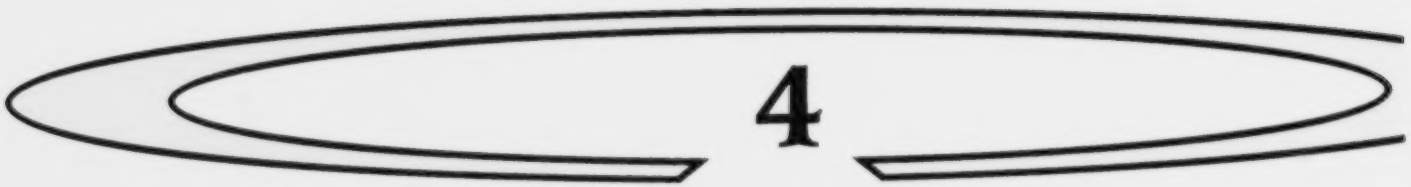
Objective 4.2	• To translate needs into general training objectives and desired skills with a view, among other things, to ensuring transfer of learning (general training plan).

Suggested activities	• Use different methods for formulating objectives. • Determine problems that hamper or could hamper the training activities: work conflicts, racism, substance abuse, etc. • Discuss these problems with the joint committee.
Reference materials	• Guidelines for basic skills training and the workplace.



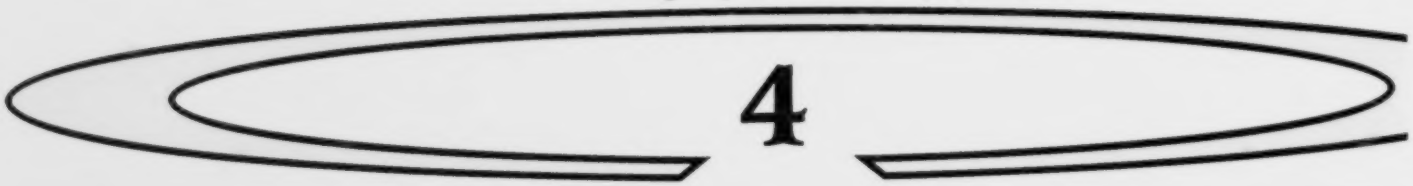
Objective 4.3	• To draw up an inventory of the means and materials needed for trainers' professional development, including those required to familiarize them with the corporate culture and the instructional materials, and to provide for the design of new materials, as needed.

Suggested activities	• Collect all necessary information concerning the company and the union. • Compile the main documents that the workers must use in carrying out their duties, in order to have first-hand material. • Sort through and classify the training organization's materials according to the characteristics of the target organization. • Consult, as needed, the material used by other organizations in the region or other regions.
Reference materials	• Collective agreements of the target companies. • Documents concerning the operation of each company. • Catalogues found in documentation centres. • Materials produced by school boards and community-based literacy groups.



Objective 4.4	• To choose the teaching staff.

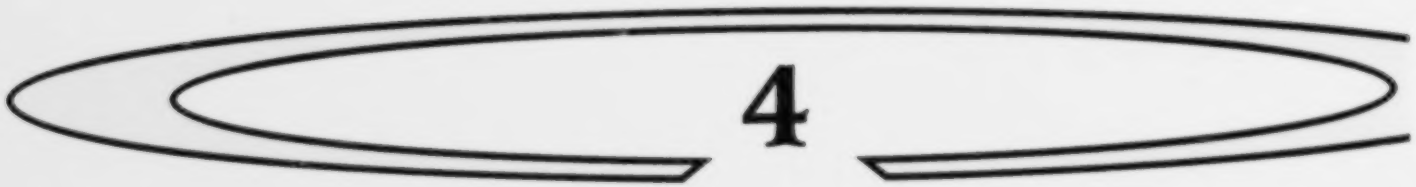
Suggested activities	• If possible, enlist the support of a person with solid experience in basic skills training and the workplace throughout the process. • Use some of the mechanisms provided for within the training organization: collective agreements, management boards, etc. • Plan a professional development course of varying length depending on the teachers' experience regarding this type of training. Offer at least a minimum of professional development adapted to the characteristics of the target environment.
Reference materials	• Collective agreements of the school boards. • Management rules of the community-based literacy group. • Guidelines for basic skills training and the workplace. • Implementation guides for basic "skills training and the workplace" projects designed by school boards and community-based literacy groups.



Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
On what basis should we define the content of the memorandum of understanding?	The memorandum of understanding is directly concerned with the conditions governing implementation of the training activities (Objective 3.5), as well with clarifying both the company's and workers' needs (objectives 3.2 and 3.3). It is important to ensure that these objectives have been achieved.
Should the time frame of the memorandum of understanding be specified?	It is important to clearly specify the commencement date and termination date of the agreement. The agreement will have to be renewed according to new needs determined following evaluation of the training activities. In this case, recruitment will have to be started over (Objective 3.6) and a new memorandum of understanding prepared (Objective 4.1).

4

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
Should one type of knowledge and skills to be acquired be given priority over another?	All types of knowledge and skills must be taken into consideration in formulating learning objectives, determining the anticipated skills and conducting evaluation and skill transfer activities. In this regard, all the parties must be sensitized to and informed of this type of approach. You must not forget to integrate concepts of oral and written communication.
Should certain training content be favoured?	Training content is a function of the needs and placement of each individual. The entire range of services provided for in the *Basic school regulations respecting educational services for adults in general education* of the ministère de l'Éducation should therefore be offered.



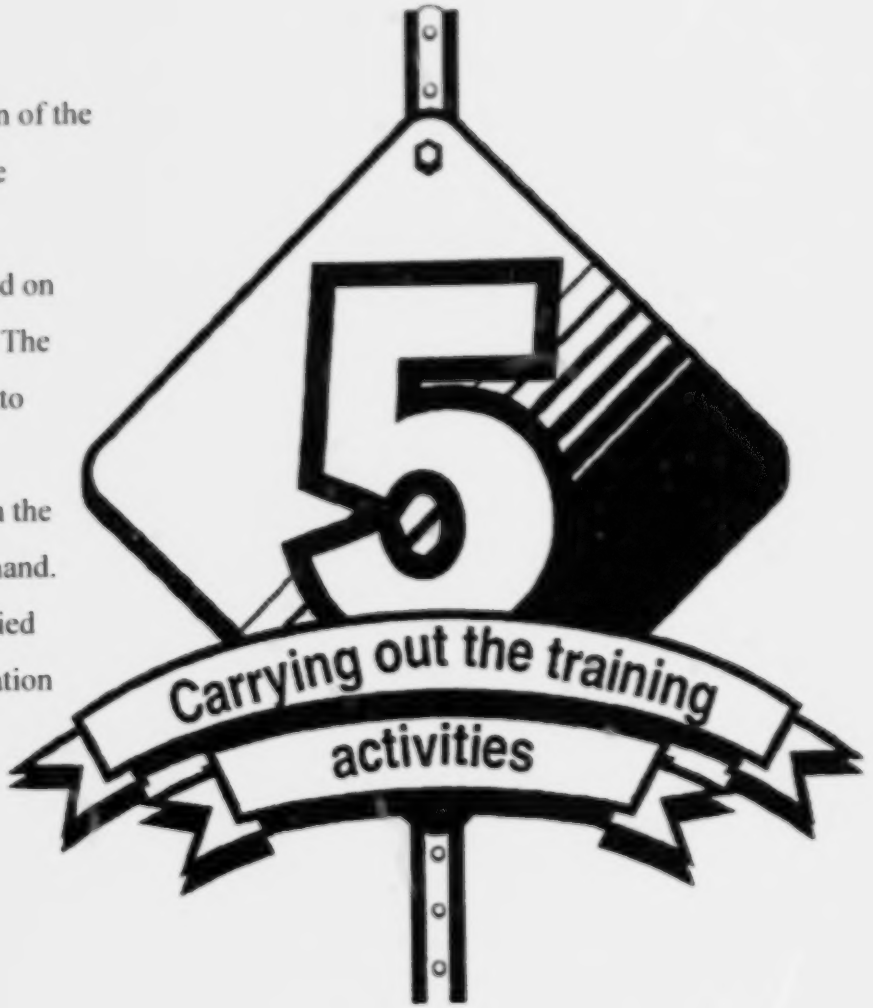
Road map **– Observations, possible scenarios, questions –**	**Exit** **– Possible solutions –**
New trainers are often hired once several stages have been completed. Does this factor have to be taken into account?	It is absolutely necessary to inform trainers of the stages that have been completed for otherwise they might needlessly start the work over again, which would have a demotivating effect on the workers. The trainers' job descriptions must be precisely defined within the context of the company. If it is possible to select the teaching staff, then checklists could be used that are specially designed for "basic skills training and the workplace" projects. Trainers should be involved as soon as possible in the process.

4

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
The trainers chosen to give the training are not very familiar with the concept of in-house training, the environment of the target company or the use of so-called first-hand material. What should we do?	Time should be allocated for the trainers to visit the company, meet with the various partners, become familiar with the material used on a daily basis in the workplace and integrate it into the training. In cases where trainers are not very familiar with the company environment, several visits should be made and a professional development course offered on the code of conduct for working in companies. Furthermore, as the teaching-learning formulas often differ from those used for training within the training organization itself, a professional development course on these formulas could also be offered to the teaching staff. The latter must be supported from the beginning to the end of the training process. Weekly meetings could be held to provide updates and carry out quality control.

STAGE 5

Stage 5 deals with the actual implementation of the training activities. It is at this point that the course outline is prepared in the form of secondary objectives, which are established on the basis of the general objectives already defined. The teaching-learning formulas, as well as the material to be used, are also determined. In this regard, it is important to take stock of the materials used within the company, that is, materials that are so-called first-hand. It is at this stage that the training activities are carried out, including activities related to formative evaluation and self-assessment.



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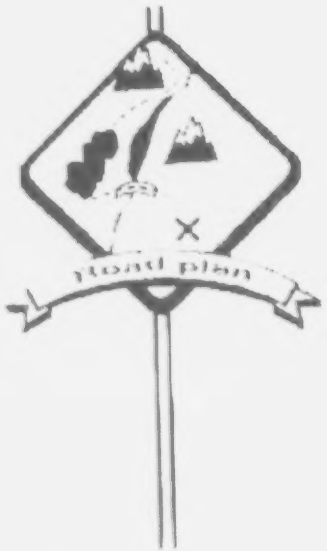
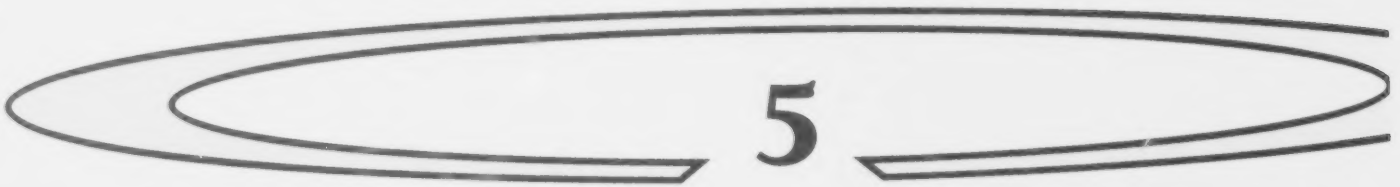
Road map



Summary table of the objectives of Stage 5

Objective 5.1	• To validate the information collected in stages 3 and 4 with the workers and sensitize them to the issue of basic training and the training project.
Objective 5.2	• To validate the memorandum of understanding concluded under Objective 4.1 and, if needed, revise it together with all the partners (company, union, workers, and teaching staff).
Objective 5.3	• To develop the course outline based on needs, general objectives and desired skills, as defined in the general training plan under Objective 4.2.
Objective 5.4	• To offer the training.



Objective 5.1	• To validate the information collected in stages 3 and 4 with the workers and sensitize them to the issue of basic training and the training project.

Suggested activities	• Explain the process of translating needs into training objectives and desired results.
Reference materials	• Materials for facilitating meetings.

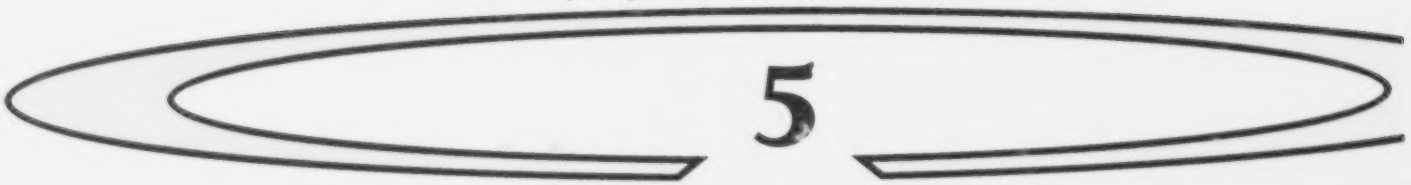
Objective 5.2	• To validate the memorandum of understanding concluded under Objective 4.1 and, if needed, revise it together with all the partners (company, union, workers, and teaching staff).

Suggested activities	• Find out the reaction of the adult learners to the training being given: what they are learning compared to the needs stated at the outset. • Compile information on the progress of the training, throughout the training process. • Ensure constant, direct and open communication with all the partners involved.
Reference materials	• Trainers' logs.

5

Objective 5.3	• To develop the course outline based on needs, general objectives and desired skills, as defined in the general training plan under Objective 4.2.

Suggested activities	Define a series of terminal objectives based on the general objectives (see Objective 4.2) and according to the following criteria: - take into consideration all types of knowledge and skills to be acquired; - go from the concrete to the abstract; - go from experience and acquired learning to learning content that is new for the adult learners; - hold activities that are related to the daily tasks carried out in the workplace. • Formulate intermediate objectives and determine how much time is needed to attain each one in terms of the time allotted for training. • Prepare the course outline. • Develop learning activities for each intermediate objective and determine the methods and materials to be used, which will be adjusted during training. • Prepare activities to be carried out by the adult learners in between classes, as needed. • Determine formative evaluation measures based on evaluation material of the MEQ, the school board and the community-based literacy group.



Reference materials	• Minutes of the different meetings held since the start of training. • Adult education material designed by school boards and community-based literacy groups.

5

Objective 5.4	• To offer the training.

Suggested activities	• Carry out the planned activities by taking into account: - the choice of subjects based on the previously determined needs; - the creation of an atmosphere that is conducive to exploration, discovery, the exchange of ideas and positive and stimulating experiences; - the need to have adults participate actively by means of different strategies such as working in groups or in pairs; - the importance to the adult learner of being supported by his or her co-workers and trainers during the training or tutoring; - respect for basic adult education principles; - the need for formative evaluation, including assessment by each adult of the various activities, as well as of his or her participation and satisfaction, through short formative evaluation sessions held at the end of each course; - the importance of ensuring the ongoing transfer of learning by referring to the teaching-learning content, the work activities and so-called first-hand material.
Reference materials	• Programs, adult education material, learning material and training evaluation material of the MEQ, school boards and community-based literacy groups. • In-house questionnaires.

5

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
What does a course outline consist of?	Like all course outlines, the outline used for a "basic skills training and the workplace" project includes guidelines, teaching-learning objectives, a content bank, adult education formulas to be used, etc. However, trainers do not necessarily have to apply the course outline to the letter. In fact, they must be flexible and adapt the course outline during training to the adult learners' needs, learning pace and learning difficulties as well as to their successes.

5

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
Adults may show a certain resistance to adult education teaching formulas. They are disoriented because they are used to more traditional approaches and formulas.	It is crucial to explain from the outset the reasons for the approach and formulas used during training. In some cases, adults must be reassured of the efficacy of integrated training, explaining that it combines academic content with practical situations, as they may get the impression that only the practical aspect counts. Learning must be focused on acquiring knowledge and developing skills that translate into new competencies, which are verified in the transfer of learning. In addition, the oral and written communication aspects must be taken into account in the teaching and learning of English.
Learning about English may meet more of a need than learning other subjects.	As for any other type of content, you must adapt to the group's needs.

5

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
This week, the English workshop centres on a requisition form. Unfortunately, the form in question came under heavy criticism from workers in shipping and receiving. The result is that it was impossible to concentrate on English because there was so much discussion and debate about the form itself.	This situation highlights the importance of having the choice of the material to be used approved beforehand by the joint committee.

5

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
What kind of material should be used?	Because the training is integrated—that is, it combines academic content and practical situations—it is necessary to use so-called first-hand material that is actually used by the workers in carrying out their various duties. In addition, this material must be updated regularly. As for the more traditional material, it must be integrated into the training little by little. The so-called first-hand material may nevertheless become less stimulating, given that it relates to the workers' day-to-day tasks. This is why material from the outside that is related to other types of activities should also be used, such as those used in everyday activities. The variety of the subjects dealt with stimulates learning and promotes the simultaneous transfer of learning.
Despite the initial enthusiasm and the smooth functioning of the training, the more disadvantaged workers tend to want to drop out.	Offering an educational support service on an individual basis or in small groups could help prevent adults from dropping out. However, the limits of training per se should not be exceeded.

5

Road map **– Observations, possible scenarios, questions –**	**Exit** **– Possible solutions –**
The number of people who enroll in secondary cycle one or two training, following an evaluation of their needs and placement tests, is often quite low. How do we meet their needs without ending up with small groups that are very costly for all involved?	You could suggest to the adults concerned that they take part-time training with a training organization. Also, together with the partners, you might consider other sources of funding. The advantage of pursuing this last avenue is that it allows the workers to take training in their workplace.
Good and ongoing communication among all the partners throughout the training is a guarantee of success. Still, all the partners must be available.	Make sure you use all possible means and opportunities for facilitating communication and making information on the training available to everyone involved at all times. Here, as elsewhere, creativity knows no bounds.

STAGE 6

Stage 6 is the stage at which all preceding stages are examined and judged. Among other things, it involves evaluating the training process. This evaluation has two components: assessment of learning progress and evaluation of the entire training process. The assessment of learning progress is done with the adult learners, with the means provided for this purpose, and includes evaluation of the dynamics of the skill transfer activities. Evaluation of the entire training process is aimed at all the partners concerned. Above all, it is a question of assessing the impact of the training process on the operation and production of the company that participated in the "basic skills training and the workplace" project. The results of these evaluations make it possible to determine other needs, as the case may be. If other needs are identified, then either the training process is started over again or only certain stages of it.

6

Road plan

Summary table of the objectives of Stage 6

Objective 6.1	• To evaluate the training process and its success, as well as the learning accomplished and the transfer of learning.
Objective 6.2	• To evaluate, together with all the partners, the qualitative and quantitative impact of the training process on the company's operation and production and to determine any necessary follow-up.
Objective 6.3	• To use the results as a starting point for new consciousness-raising activities.

Evaluation

6

Objective 6.1	• To evaluate the training process and its success, as well as the learning accomplished and the transfer of learning.

Suggested activities	• Use existing checklists that are adapted to the environment and to the content to be evaluated. • Establish links between the assessment sessions held during the project (Stage 5) and the final evaluation. • Carry out evaluation activities with all the partners who participated in the process: workers, teaching staff, company management staff, union members, school boards and community-based literacy groups. • Award a certificate of training or, as the case may be, of credits earned.
Reference materials	• Evaluation materials from the MEQ, school boards and community-based literacy groups. • Guidelines for "basic skills training and the workplace" projects designed by school boards and community-based literacy groups.

6

Objective 6.2	• To evaluate, together with all the partners, the qualitative and quantitative impact of the training process on the company's operation and production and to determine any necessary follow-up.

Suggested activities	• In keeping with the aspects to be evaluated and the evaluation methods defined in the memorandum of understanding, make systematic use of impact assessment instruments. • Hold a meeting of the joint committee. • After consulting all the partners and the evaluations, draw up a proposal of follow-up measures to be taken, if needed. • Hold discussions and implement follow-up.
Reference materials	• Questionnaires.

6

Objective 6.3	• To use the results as a starting point for new consciousness-raising activities.

Suggested activities	• Update documents concerning the regional situation with regard to basic skills training and the workplace.
Reference materials	• Videos, testimonials related to the regional situation. • List of companies that are sensitized to the issue of basic skills training and the workplace and list of materials used. • List of companies that have carried out "basic skills training and the workplace" projects: resource people, number of training hours given, number of participants, etc.

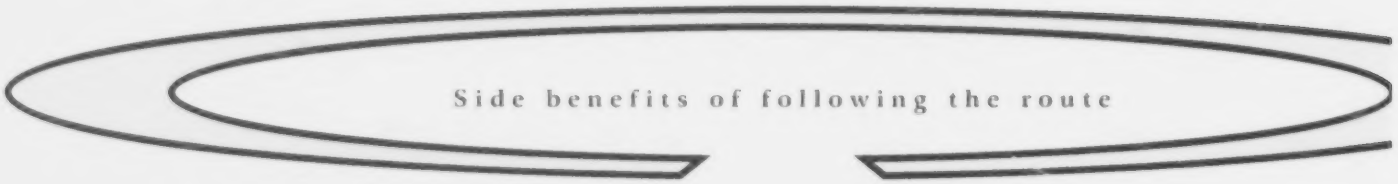
6

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
When is training terminated?	If recruitment and the clarification of the potential and the limitations of training (objectives 3.5 and 4.1) were properly carried out, the end of training will mean the attainment of the desired results, the evaluation of learning progress and of the training process and the completion of skill transfer activities. Following these activities, a new agreement may be developed.
If the desired results are formulated unclearly, the results obtained through assessment of learning progress will be unclear as well. Furthermore, if evaluation is limited to abstract content, very little information will be gleaned about new knowledge and new skills acquired.	In these two cases, once again we see the importance of properly attaining objectives 3.5 and 4.1.

6

Road map – Observations, possible scenarios, questions –	Exit – Possible solutions –
What is the difference between the assessment of learning progress and impact assessment?	The assessment of learning progress focuses on the knowledge and skills acquired by the adult learner. Impact assessment is related mainly to the concrete changes observed within the company itself, notably with regard to its training culture, human resources management, the context of lifelong learning, workers' attitudes and new skills, new knowledge and skills acquired as a result of training, and the company's operations and production.
What are the main activities that make it possible to obtain complete and effective impact assessment?	Time must be taken to meet with all the partners in groups or individually in order to elicit their comments using specifically designed material. A meeting of the joint committee will make it possible to draw up the final balance sheet based on the results of the data collection.

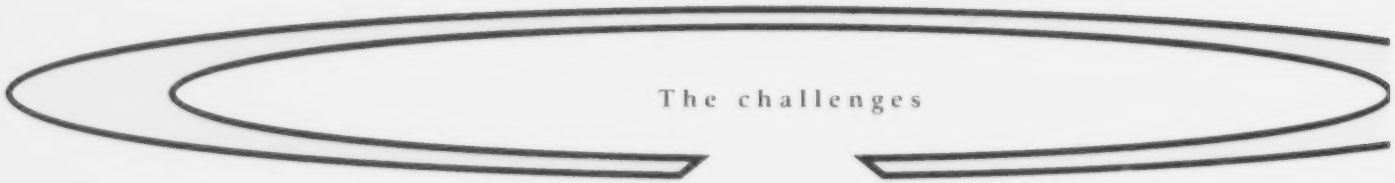
The side benefits of following the route



This section of *The Road to Basic Skills Training and the Workplace* deals with impact assessment of basic skills training on a company's productivity. This is an essential exercice **at the end of the process**, when the various stages of such training are completed. It is a moment of reflection that offers an opportunity to adust training practices and, above all, to take stock of **the results anticipated** by the company in terms of productivity.

Basic skills training in the workplace is a prime example of continuing education involving partners from the educational fiels and the business world. This is why the impact assessment of such training on a company's productivity requires commitment on the part of all the players in every stage of the process of basic skills training in the workplace. For an overall view of the topic, please see the Summary table of objectives of the stages in *The Road to Basic Skills Training and the Workplace* and how they relate to impact assessment of training on a company's productivity.

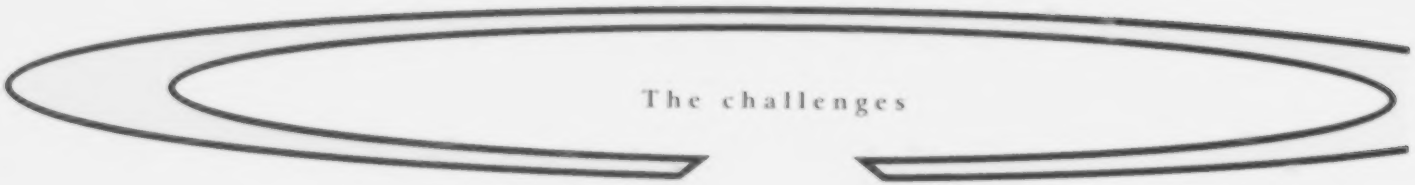
The following pages describe the elements to be considered in implementaing a process leading to impact assessment of basic skills training on a company's productivity: the challenges, different types of assessment, transfer of learning, focal points, types of cooperation expected and the right timing. To complete this theoretical information, Appendix II suggests options, a scenario and checklists that can be of practical help.



Assessing the impact of basic skills training on a company's productivity presents challenges for all target players. However, the nature of these challenges varies for the various partner, depending on their role. In fact, the challenges should shed light on the potential and limitations of these different partners and, if necessary, help prepare them for the risks inherent in the impact assessment process.

The tables presented in the next pages present the challenges to be met by the following players:

- school commissions and community-based literacy groups;
- partners within companies;
- workers.



School boards and community-based literacy groups

CHALLENGES

- Maintaining a dynamic partnership.
- Showing leadership in implementing training activities and the impact assessment process.
- Keeping workers actively involved in training.
- Taking the type of company into account in choosing resources and adult education strategies (customized training context).
- Taking changes in the workplace into account to create service proposals (lifelong learning context).

POSSIBLE SOLUTIONS

Of all the above, one represents a major challenge for school boards and community-based literacy groups: that of maintaining a partnership relationship with the company and its divisions, both at the start of the training process and at the end, specifically, during impact assessment. In addition, it is up to the school boards and community-based literacy groups to maintain a certain control over the activities to be carried out, perhaps even to assume a leadership role in the partnership.

A second challenge of impact assessment is to keep workers actively involved in training and to kindle their interest in participating in other training activities.

Another challenge that must not be overlooked by school boards and community-based literacy groups is that of ensuring flexibility in the means used to assess impact, depending on whether the company involved is a small, medium-sized or large production or service company. In fact, the activities to be carried out and the means required are not standard or homogeneous, but must instead be tailored to the needs of each company and its training culture. In a sense, this is the challenge of customized training. The results of impact assessment also pose the challenge of trying to adapt the teaching-learning material and the overall conditions surrounding the training process.

Lastly, yet another challenge facing school boards and community-based literacy groups is their ability to see impact assessment in the context of lifelong learning[1] and to succeed in getting their partners to value this approach to education. This context facilitates the launching of other training activities generated by the need to acquire new competencies to keep pace with changes occurring in the workplace.

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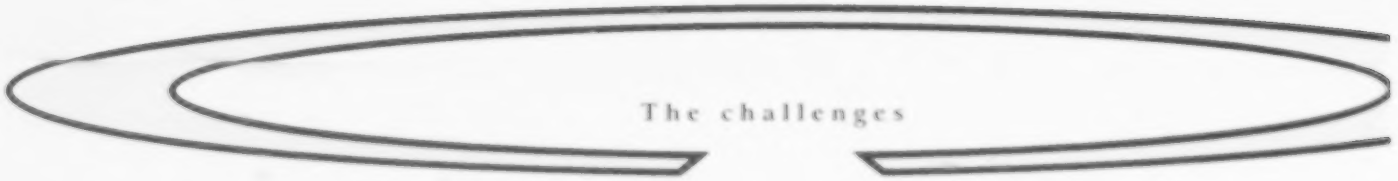
1 Commission de terminologie de l'éducation, *Vocabulaire de l'éducation*, 2nd edition, revised and corrected, Québec: Les Publications du Québec, 1990, p. 131, "Programme de formation axé sur l'acquisition, l'approfondissment ou la mise à jour de connaissances, et destiné a toute personne ayant déjà quitté l'école."

The challenges

Partners within companies

CHALLENGES

- Promoting a lifelong learning culture.
- Maintaining a creative partnership.
- Being open to new needs that may emerge among workers.
- Developing a capacity to respond appropriately.

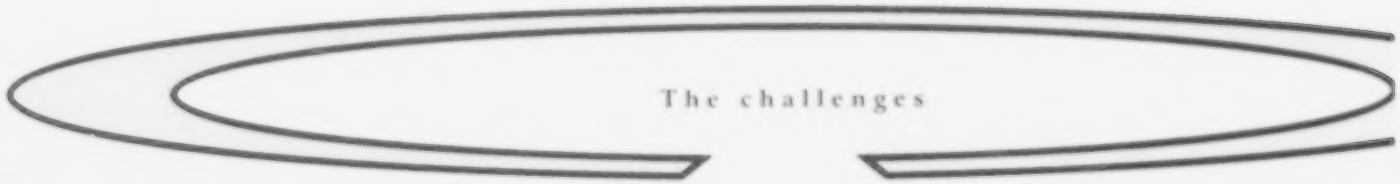


POSSIBLE SOLUTIONS

Lifelong learning is regarded as a criterion for excellence in the business world and may have consequences in a competitive market. Also, basic skills training in the workplace is consistent with the objective of developing a training culture among all the company partners involved: the company itself, the union, and the workers.

Partners within the company, as well as school boards and community-based literacy groups, must make efforts to facilitate the ongoing partnership. This means taking an active part in the entire training process, including impact assessment. It also means having to adapt their usual work procedures, which represents one more challenge to be taken into consideration.

Both the company and the union must be aware that one possible outcome of impact assessment may be that workers find it easier to identify other training needs. Similarly, the impact of training may be felt in terms of the staff's new ability to express their different levels of expectations in the workplace. The company must therefore be prepared to handle these eventualities, taking into account the means available. This involves adopting and developing an open-minded attitude toward the changes generated by a training activity.



Workers
CHALLENGES
• Applying what they have learned in their work. • Applying what they have learned in their personal and social lives. • Acquiring, maintaining and developing a lifelong learning culture.

POSSIBLE SOLUTIONS

The impact of training must be regarded by the workers as assets to be incorporated above all into their performance of their daily tasks. The challenge of transferring learning must be given priority in any basic skills training offered in the workplace.

During impact assessment, the workers should be able to express these outcomes by giving concrete examples relating to different aspects of work organization. If need be, they must ask for the resources they require to do so and regard themselves as a integral part of this impact assessment process. Lastly, they must use their communication skills.

Their skills will also enable them to express training needs that have been created by changes underway in the company. In other words, the context is one of lifelong learning. What the workers have learned will also have an impact on their private lives. They will have to be prepared to foresee the impact on their personal lives and to take full advantage of it, mainly by applying their newly acquired knowledge in activities in their daily life.

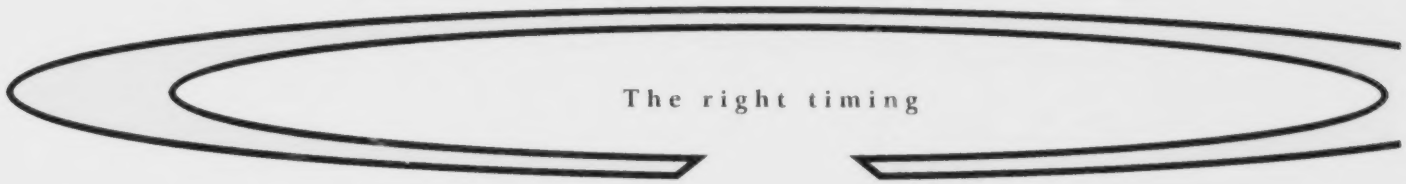
In summary, the impact assessment process will allow all those involved to assess the gains as well as the risks inherent in basic skills training and to derive maximum benefit from the experience.

Conditions conducive to impact assessment

It is important to take certain factors into account when assessing the impact of basic skills training on company performance. These include:

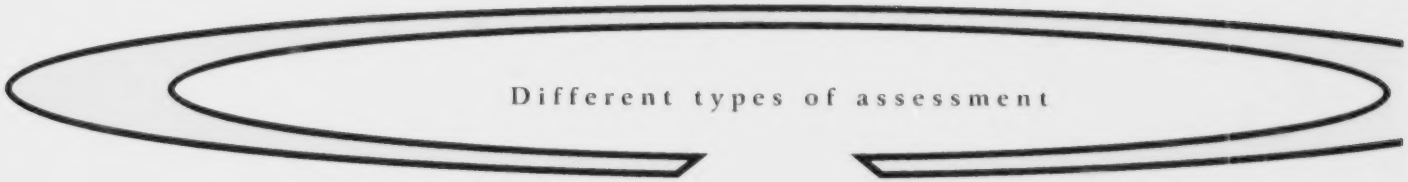
- the prevention of obstacles such as the fear of risk, of effort, of error, etc. (obstacles must be identified and discussed from the outset);
- provision for official and unofficial channels of communication to ensure consistency between the service proposal and the activities offered;
- creation of an atmosphere of trust and respect for ideas that are expressed in the context of discussions or testimonials;
- the voluntary participation of all the players involved;
- constructive criticism of the resulting impact and new behaviours;
- the guarantee of confidentiality.

The findings of the assessment should be used strictly for constructive purposes so as not to be detrimental in any way to participants.



Assessing the impact of basic skills training on company performance requires a certain objectivity on the part of all players. It involves using knowledge and changing practices and behaviours. However, this does not mean impact assessment is done only when the entire training process is completed.

In fact, the duration of the training activity must be taken into account. If it takes place over a period lasting a year or longer, impact assessment can, for example, be carried out halfway through the process. If the training activity is shorter, according to the findings of research in the field and consultations, it is suggested that assessment be done from three to six months after training has been completed.

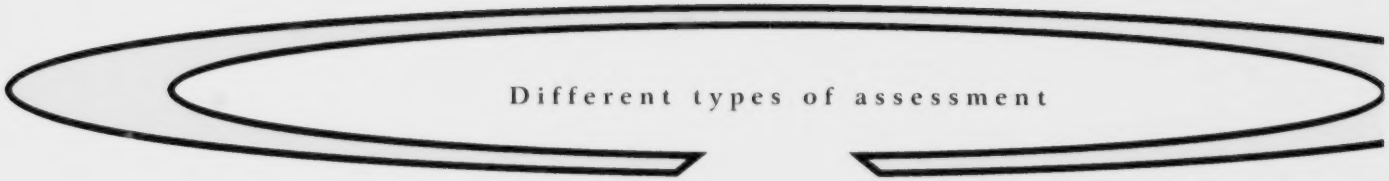


The types of assessment examined here are associated with the challenges to be met by the various targeted participants.

Different types of assessment[2]

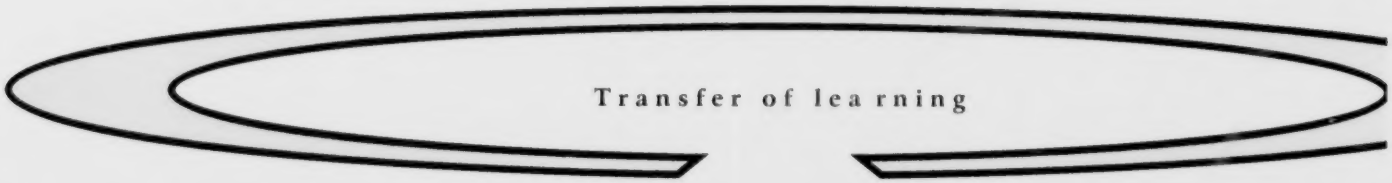
TYPES	DESCRIPTION
1. Assessment of participant satisfaction following training. 2. Assessment of participant knowledge (training objective). 3. Assessment of changes brought about in the workplace by training (behavioural or environmental objective).	• Assessment of the content and carrying out of a training activity (qualitative and quantitative). • Assessment of subject-related learning objectives based on degree of understanding achieved in % or ABC (qualitative). • Assessment of results obtained in terms of changes in work practices, consequences on the environment, and transfer of learning in the workplace (qualitative).

2 Cégep de Granby—Haute-Yamaska, *Atelier de perfectionnement, évaluation des acquis d'une formation*, Granby: Services aux entreprises, 1997. Documentation for this workshop proposes a fourth type of assessment : "Évaluation des impacts occasionnés par la performance organisationnelle (objectif-affaires)." This is an assessment focused on financial impacts following training to take stock of the investment made in terms of a cost-benefits approach (qualitative and quantitative). This type of assessment, which deals specifically with the impact of training on organizational performance (a business objective), is not covered per se in this document. Although such an assessment is considered an indication of the impact of training on the company, it is actually difficult to isolate the variables involved in basic skills training that have an effect on financial factors. Because of the overall and general approach it involves, basic skills training must be regarded as training that is prerequisite and essential to the success of later training activities whether general or technical.



According to this classification, assessment types 1 and 2 — concerning participant satisfaction and assessment of knowledge — are usually carried out by the trainer, either during or at the end of the training activity.

In this document, priority will be given to type 3 assessment, which is designed to evaluate changes in company performance brought about through workplace training (objectives, behaviours or environment),which can be defined as assessing the impact of basic skills training on company performance. This type of assessment requires cooperation on the part of all partners involved in the training project. This cooperation first means carrying out a very detailed analysis of needs and then determining the behaviours desired at work in terms of different categories of focal points. This makes it possible to establish a training plan based on the concepts of skill transfer and modifying occupational, social, and personal behaviours. The prior identification of the desired outcomes and behaviours will make it easier to observe and validate the impact of training.



The transfer of learning is an essential concept in assessing the impact of basic skills training; in a sense, it is the concrete manifestation of the impact of this training. School boards and community-based literacy groups must work together with their partners within companies to facilitate this transfer. All partners must, from the very beginning of the training activity, feel some responsibility for the factors and conditions that are conducive to skill transfer. In fact, the success of this transfer is largely related to the immediate environment where the training activity takes place; this environment must foster the application of the newly acquired behaviours and improve the productivity and performance of the staff involved.

Factors

THE MAIN FACTORS INFLUENCING THE TRANSFER OF LEARNING

- A clear perception of the situation to be improved.
- Company involvement in the transfer process.
- The support of the teaching staff.
- Coordinated efforts between the school board staff or community-based literacy group and the staff of the company.
- The quality of the relationship between the educational and company environments.

Conditions

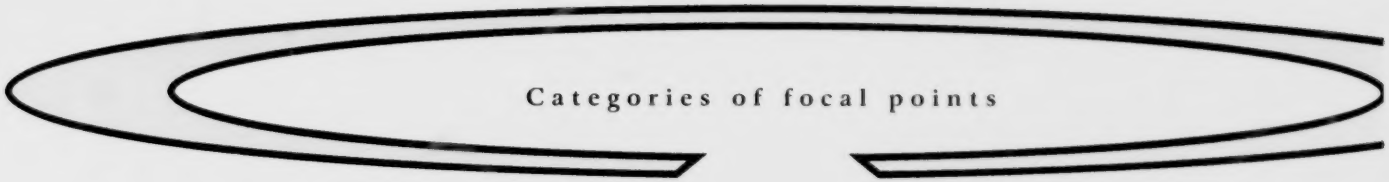
THE MAIN CONDITIONS FOR THE TRANSFER OF LEARNING

- **Before the training activity:**
- ensure the workers' participation in the training activity;
- ensure cooperation on the part of the company management;
- ensure that the training activity is planned to suite the work context, despite any organizational constraints that may exist.
- **During the training activity:**
- establish an agreement, linking workers (or the group) and the work environment, designed to facilitate the transfer of learning;
- verify previous knowledge relative to the objectives to be attained;
- specify the level of competence to be acquired or the performance expected and ensure that they are realistic;
- use meaningful teaching-learning content and ensure that it is applied in the immediate workplace.
- **After the training activity:**
- create an environment that stimulates and facilitates the application of new knowledge;
- provide opportunities for implementing the new skills on a trial and error basis;
- provide for meaningful support mechanisms in the learning transfer process that are consistent with the relationship established between the educational environment and the company.

Categories of focal points

Categories of focal points—to be used to assess the impact of basic skills training on company performance—were determined on the basis of the research and consultations carried out prior to the writing of this document. It may be more appropriate to place priority on certain categories than others, depending on the type of companies targeted, the particular practices of schools boards and community-based literacy groups and the preliminary needs analysis process. The following categories of focal points serve as an example that could be used to organize the impact assessment process:

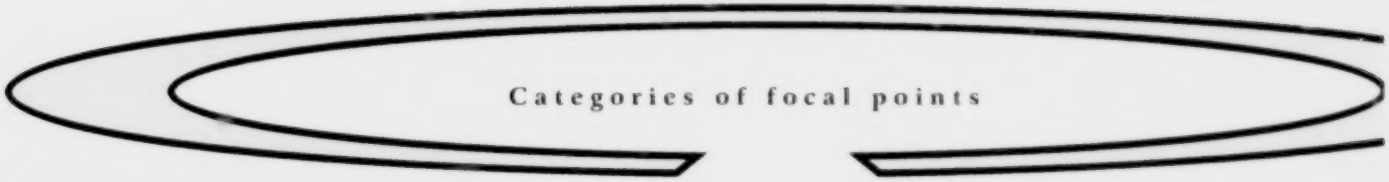
Categories of focal points
• Ability to adapt to the work environment.
• Ability to apply their knowledge in oral and written communication.
• Ability to use their computational knowledge.
• Ability to adapt to the public or the company clientele.
• Ability to be accountable, to participate in company life and to integrate into the company and other environments.
• Ability to acquire and develop automatic lifelong learning and self-instruction habits.



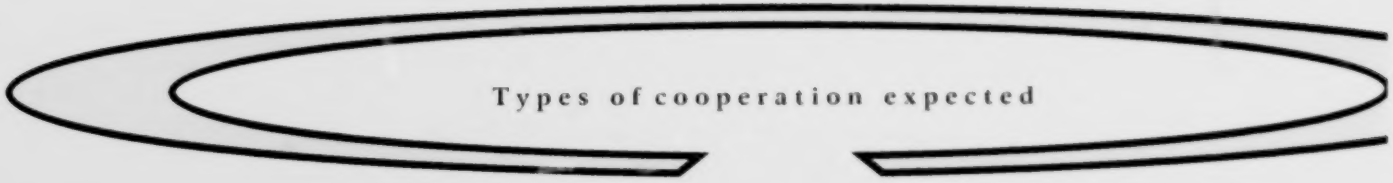
SUB-CATEGORIES OF FOCAL POINTS	
• Ability to adapt to the work environment.	• technological changes; • new work methods; • task reorganization; • productivity and competition-related criteria and performance standards; • health and safety in the workplace; • requirements pertaining to quality standards; • versatility, etc.
• Ability to apply their knowledge in oral and written communication.	• communicate in an appropriate manner with co-workers, management, the public or company clientele, etc.; • read posters, memoranda, work instructions, collective agreements, specialized articles; • write memoranda and daily reports; • fill out forms and answer questionnaires, etc.

Categories of focal points

SUB-CATEGORIES OF FOCAL POINTS	
• Ability to use their computational knowledge.	• estimate and calculate costs; • prepare invoices; • use measurement systems and instruments; • participate in vocational training, etc.
• Ability to adapt to the public or company clientele.	• succeed in their contacts with the public, company clientele and suppliers; • strive for public or customer satisfaction; • handle complaints, etc.
• Ability to be accountable, to participate in company life and to integrate. • into the company and other environments.	• work in teams and on committees; • use problem-solving techniques; • participate in management; • assimilate work methods; • take advantage of promotions and career counselling opportunities; • self-esteem and self-confidence; • motivation; • act and mobilize others, etc.



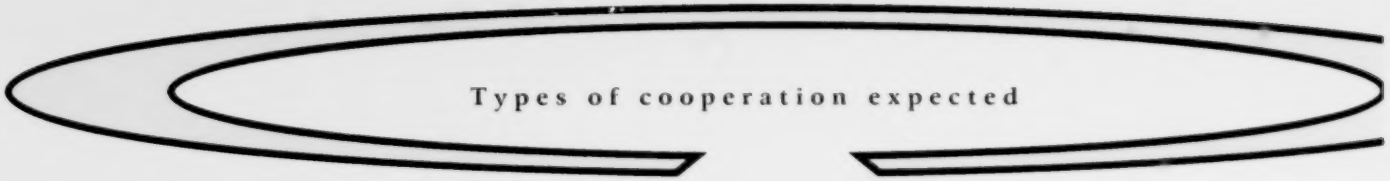
SUB-CATEGORIES OF FOCAL POINTS	
• Ability to acquire and develop automatic lifelong learning and self-instruction habits.	• acquire new knowledge; • transfer of knowledge and skills; • anticipate training needs; • participate in training activities; • ask for other types of training, etc.



While the basic skills training process takes place in a partnership context, impact assessment requires a division of responsibilities among the various partners.

The following tables illustrate the different levels of cooperation expected of the partners. The tables are organized thematically, according to the type of cooperation to be cultivated:

- level of cooperation expected regarding logistics;
- level of cooperation expected regarding group-facilitation plan;
- level of cooperation expected regarding participation;
- level of cooperation expected regarding information validation plan;
- level of cooperation expected regarding learning-transfer and training-activities promotional plan.

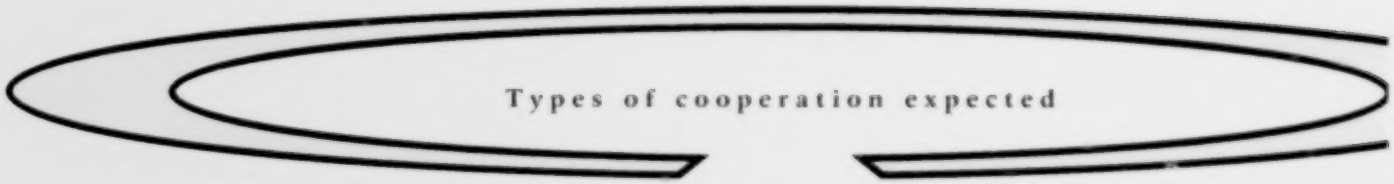


Level of cooperation expected regarding logistics

Types of cooperation expected	School board or community-based literacy group	Company or union	Workers
Offer of human resources and group- facilitating instruments	√√√	√	
Offer of meeting rooms	√	√√√	
Acceptance of responsibility for overall activity	√√√	√√	√

Key

√√√: very high level of cooperation; √√: high level of cooperation; √: average level of cooperation

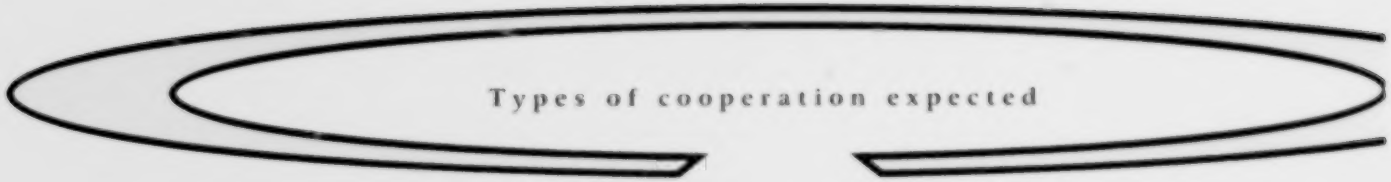


Level of cooperation expected regarding group-facilitating plan

Types of cooperation expected	School board or community-based literacy group	Company or union	Workers
Facilitating meetings	√√√	√√	√√
Anticipation and expression of new needs and suggestions regarding possible adjustments	√√	√√√	√√√
Acceptance of responsibility for overall activity	√√√	√√	√

Key

√√√: very high level of cooperation; √√: high level of cooperation; √: average level of cooperation



Level of cooperation expected regarding participation

Types of cooperation expected	School board or community-based literacy group	Company or union	Workers
Release and convening of workers	√	√√√	√√
Conveying pertinent information	√	√√√	√√
Associating needs and desired outcomes	√√√	√√√	√
Participation throughout assessment process per se	√√√	√√	√√
Responsibility for overall activity	√√√	√√	√
Anticipation and expression of new needs and suggestions regarding possible adjustments	√√	√√√	√√√

Key

√√√: very high level of cooperation; √√: high level of cooperation; √: average level of cooperation

Level of cooperation expected regarding information validation plan

Types of cooperation expected	School board or community-based literacy group	Company or union	Workers
Compilation of results	√√√	√	
Cooperation in results compilation	√√	√√	√
Validation of impact		√√√	√√
Conveying information on impact to company management	√	√√√	

Key

√√√: very high level of cooperation, √√: high level of cooperation, √: average level of cooperation

Level of cooperation expected regarding learning-transfer and training-activities promotional plan

Types of cooperation expected	School board or community-based literacy group	Company or union	Workers
Support for transfer of learning	√√√	√√	√√
Application of results to promote and launch training activities	√√√	√√√	√√
Encouragement for new training projects	√√√	√√√	√√√
Cooperation in launching of training activities	√√	√√√	√√
Recognition of value of new learning	√√	√√√	√√
Participation in new learning activities	√	√	√√√
Maintenance and development of lifelong learning culture	√√√	√√√	√√√

Key

√√√: very high level of cooperation, √√: high level of cooperation, √: average level of cooperation

Appendix I

List of reference materials
for following the route

- **Objectives**
- **References**
- **Authors**

To up-date the following references, consult "le Centre de documentation sur l'éducation des adultes et la condition féminine (CDEACF)". The site is located at: **http://www.alpha.cdeacf.ca/**.

As well, the ministère de l'Éducation du Québec (MEQ) may be consulted at: **http://www.meq.gouv.qc.ca/dfga/** under the heading "Services éducatifs" for information on literacy services.

List of reference materials for following the route

Stage n° 1
Objective 1.1

L'alphabétisation des travailleuses et des travailleurs – Des partenaires, des outils pour faciliter l'implantation des programmes de formation (1993)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326
Portrait des expériences de formation de base en entreprise (1994)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326

List of reference materials for following the route

Stage n° 1
Objective 1.1 (cont.)

L'alphabétisation : un passé partout vers l'autonomie (video) (1997-1998)	Groupe d'alphabétisation Clés en main Contact : Micheline Bouchard Case postale 464 Saint-Jean-Port-Joli (Québec) G0R 3G0 Telephone : (418) 598-9780 Fax : (418) 598-9639
Le développement des compétences de base : Guide pour la planification en matière de compétences de base – Recherche sur l'alphabétisation ou le développement des compétences de base en milieu de travail (1993)	Commission scolaire des Découvreurs Contact : Marc Chamard 770, rue Jacques-Berthiaume Sainte-Foy (Québec) G1V 3T1 Telephone : (418) 652-2184 Fax : (418) 652-3316 E-mail : chamardm@csdecou.qc.ca

List of reference materials for following the route

Stage n° 1
Objective 1.1 (cont.)

Guide d'implantation de la formation de base en entreprise (1991)	Table régionale en alphabétisation de la Montérégie Commission scolaire Marie-Victorin Contact : Hélène Tremblay 13, rue Saint-Laurent Est, 3e étage Longueuil (Québec) J4H 4B7 Telephone : (450) 670-0730, ext. 395 Fax : (450) 670-0250 E-mail : Helene_Tremblay@csmv.qc.ca

List of reference materials for following the route

Stage n° 1
Objective 1.2

Cadre de référence *Formation de base en entreprise*, (1993) (2 binders)	Table de concertation en alphabétisation de l'Île de Montréal Commission scolaire Marguerite-Bourgeoys Contact : Renée Normandin 331, rue Mimosa Dorval (Québec) H9S 3K5 Telephone : (514) 636-4444, ext. 124 Fax : (514) 636-4474
La formation en emploi : ça se négocie *Guide pour développer une démarche syndicale en formation de base et professionnelle* (1995)	Service d'éducation de la Fédération des travailleurs du Québec (FTQ) 545, boulevard Crémazie Est, 17e étage Montréal (Québec) H2M 2V1 Telephone : (514) 383-8000 Fax : (514) 383-8001

List of reference materials for following the route

Stage n° 1
Objective 1.3

Outils communs de sensibilisation, (kit, poster and brochure) *Partez gagnants avec les outils du savoir* (1995) (video and collection) Regional collection of working documents - French section and video	Table régionale d'alphabétisation du Saguenay—Lac-Saint-Jean, de Cha Chibougamau Contact : Jean-Louis Brassard 775, boul. Saint-Luc Ouest Alma (Québec) G8B 2K8 Telephone : (418) 669-6122 Fax : (418) 669-6134 E-mail : brassardjl@cslacst-jean.qc.ca

List of reference materials for following the route

Stage n° 1
Objective 1.3 (cont.)

S'alphabétiser en milieu de travail pour avoir du pain sur la planche (1990) (experimentation at Weston)	Centre de documentation sur l'éducation des adultes et la condition féminine (CDEACF) Contact : Rosalie Ndejuru/Yves Otis 110, rue Sainte-Thérèse, bureau 101 Montréal (Québec) H2Y 1E6 Telephone : (514) 876-1180 Fax : (514) 876-1325 E-mail : otis@cdeacf.ca Web : http://www.alpha.cdeacf.ca/

List of reference materials for following the route

Stage n° 2
Objective 2.3

Jamais trop tard (1994) (video)	CEDA et RESO Contact : Louise Crépeau 2515, rue Delisle Montréal (Québec) H3J 1K8 Telephone : (514) 596-3423 Fax : (514) 596-4981
Flight for Freedom - An Introduction to Literacy in the Workplace (1990) (video)	Société canadienne des postes Poste 483 Édifice B Ottawa (Ontario) K1A 0B1

List of reference materials for following the route

Stage n° 2
Objective 2.4

Jamais trop tard (1994) (video)	CEDA et RESO Contact : Louise Crépeau 2515, rue Delisle Montréal (Québec) H3J 1K8 Telephone : (514) 596-3423 Fax : (514) 596-4981
Partez gagnants avec les outils du savoir (1995) (video and collection) Regional collection of working documents - French section and video.	Table régionale d'alphabétisation du Saguenay—Lac-Saint-Jean, de Cha Chibougamau Commission scolaire du Lac-Saint-Jean Contact : Jean-Louis Brassard 775, boul. Saint-Luc Ouest Alma (Québec) G8B 2K8 Telephone : (418) 669-6122 Fax : (418) 669-6134 E-mail : brassardjl@cslacst-jean.qc.ca

List of reference materials for following the route

Stage n° 2
Objective 2.5

Jamais trop tard (1994) (video)	CEDA et RESO Contact : Louise Crépeau 2515, rue Delisle Montréal (Québec) H3J 1K8 Telephone : (514) 596-3423 Fax : (514) 596-4981
L'alphabétisation des travailleuses et des travailleurs – Des partenaires, des outils pour faciliter l'implantation des programmes de formation (1993)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326

List of reference materials for following the route

Stage n° 3
Objective 3.2

Cadre de référence *Formation de base en entreprise* (1993) (2 binders)	Table de concertation en alphabétisation de l'Île de Montréal Commission scolaire Marguerite-Bourgeoys Contact : Renée Normandin 331, rue Mimosa Dorval (Québec) H9S 3K5 Telephone : (514) 636-4444, ext. 124 Fax : (514) 636-4474
L'alphabétisation des travailleuses et des travailleurs – Des partenaires, des outils pour faciliter l'implantation des programmes de formation (1993)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326

Stage n° 3
Objective 3.2 (cont.)

Développement des compétences de base *Estimation des besoins de formation en entreprise :* • *en fonction des tâches;* • *en fonction des intérêts individuels.* (1994)	Commission scolaire des Découvreurs Contact : Marc Chamard 770, rue Jacques-Berthiaume Sainte-Foy (Québec) G1V 3T1 Telephone : (418) 652-2184 Fax : (418) 652-3316 E-mail : chamardm@csdecou.qc.ca

List of reference materials for following the route

Stage n° 3
Objective 3.3

L'alphabétisation des travailleuses et des travailleurs – Des partenaires, des outils pour faciliter l'implantation des programmes de formation (1993)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326
Recherche sur l'alphabétisation ou le développement des compétences de base (1993)	Commission scolaire des Découvreurs Contact : Marc Chamard 770, rue Jacques-Berthiaume Sainte-Foy (Québec) G1V 3T1 Telephone : (418) 652-2184 Fax : (418) 652-3316 E-mail : chamardm@csdecou.qc.ca

List of reference materials for following the route

Stage n° 3
Objective 3.3 (cont.)

Développement des compétences de base *Estimation des besoins de formation en entreprise :* • *en fonction des tâches;* • *en fonction des intérêts individuels.* (1994)	Commission scolaire des Découvreurs Contact : Marc Chamard 770, rue Jacques-Berthiaume Sainte-Foy (Québec) G1V 3T1 Telephone : (418) 652-2184 Fax : (418) 652-3316 E-mail : chamardm@csdecou.qc.ca
Guide d'élaboration des tests de vérification des compétences de base en milieu de travail (1994)	Commission scolaire des Découvreurs Contact : Marc Chamard 770, rue Jacques-Berthiaume Sainte-Foy (Québec) G1V 3T1 Telephone : (418) 652-2184 Fax : (418) 652-3316 E'mail : chamardm@csdecou.qc.ca

List of reference materials for following the route

Stage n° 3
Objective 3.4

La formation en emploi : ça se négocie *Guide pour développer une démarche syndicale en formation de base et professionnelle* (1995)	Service d'éducation de la Fédération des travailleurs du Québec (FTQ) Contact : Louise Miller 545, boulevard Crémazie Est, 17e étage Montréal (Québec) H2M 2V1 Telephone : (514) 383-8000 Fax : (514) 383-8001

Stage n° 3
Objective 3.6

L'alphabétisation des travailleuses et des travailleurs – Des partenaires, des outils pour faciliter l'implantation des programmes de formation (1993)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326

List of reference materials for following the route

Stage n° 4
Objective 4.1

L'alphabétisation des travailleuses et des travailleurs – Des partenaires, des outils pour faciliter l'implantation des programmes de formation (1993)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326

List of reference materials for following the route

Stage n° 4
Objective 4.2

Cadre de référence *Formation de base en entreprise* (1993) (2 binders)	Table de concertation en alphabétisation de l'Île de Montréal Commission scolaire Marguerite-Bourgeoys Contact : Renée Normandin 331, rue Mimosa Dorval (Québec) H9S 3K5 Telephone : (514) 636-4444, ext. 124 Fax : (514) 636-4474
L'alphabétisation des travailleuses et des travailleurs – Des partenaires, des outils pour faciliter l'implantation des programmes de formation (1993)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326

List of reference materials for following the route

Stage n° 4
Objective 4.3

Partez gagnants avec les outils du savoir (1995) (video and collection) Regional collection of working documents – French section and video	Table régionale d'alphabétisation du Saguenay—Lac-Saint-Jean, de Cha Chibougamau Commission scolaire du Lac-Saint-Jean Contact : Jean-Louis Brassard 775, boul. Saint-Luc Ouest Alma (Québec) G8B 2K8 Telephone : (418) 669-6122 Fax : (418) 669-6134 E-mail : brassardjl@cslacst-jean.qc.ca
L'alphabétisation des travailleuses et des travailleurs – Des partenaires, des outils pour faciliter l'implantation des programmes de formation (1993)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326

List of reference materials for following the route

Stage n° 4
Objective 4.3 (cont.)

Jamais trop tôt... Jamais trop tard (1994) Written document	CEDA et RESO Contact : Louise Crépeau 2515, rue Delisle Montréal (Québec) H3J 1K8 Telephone : (514) 596-3423 Fax : (514) 596-4981
Catalogue francophone canadien des documents en alphabétisation (1992, 1st edition, 1992; 2nd edition, 1995)	Centre de documentation sur l'éducation des adultes et la condition féminine (CDEACF) Contact : Rosalie Ndejuru/Yves Otis 110, rue Sainte-Thérèse, bureau 101 Montréal (Québec) H2Y 1E6 Telephone : (514) 876-1180 Fax : (514) 876-1325 E-mail : otis@cdeacf.ca Web : http://www.alpha.cdeacf.ca/

List of reference materials for following the route

Stage n° 4
Objective 4.3 (cont.)

Guide de référence pour les formateurs et les formatrices (1993)	Commission scolaire de la Région-de-Sherbrooke Contact : Roger Filion 2955, boulevard de l'Université, 9e étage Sherbrooke (Québec) J1R 2Y3 Telephone : (819) 822-5530 Fax : (819) 822-3200 E-mail : csrs@gw.csrs.qc.ca

List of reference materials for following the route

Stage n° 4
Objective 4.4

Cadre de référence *Formation de base en entreprise* (1993) (2 binders)	Table de concertation en alphabétisation de l'Île de Montréal Commission scolaire Marguerite-Bourgeoys Contact : Renée Normandin 331, rue Mimosa Dorval (Québec) H9S 3K5 Telephone : (514) 636-4444, ext. 124 Fax : (514) 636-4474
L'alphabétisation des travailleuses et des travailleurs – Des partenaires, des outils pour faciliter l'implantation des programmes de formation (1993)	Table régionale de Québec — Chaudière-Appalaches Commission scolaire des Navigateurs Contact : Michel Gagné 3724, avenue des Églises Charny (Québec) G6X 1X4 Telephone : (418) 832-1616, ext. 185 Fax : (418) 832-5326

Stage n° 4
Objective 4.4 (cont.)

Répertoire des expériences et des productions visuelles et écrites Formation de base et milieu de travail (1995)	Table régionale en alphabétisation de la Montérégie Commission scolaire Marie-Victorin Contact : Hélène Tremblay 13, rue Saint-Laurent Est, 3e étage Longueuil (Québec) J4H 4B7 Telephone : (450) 670-0730, ext. 395 Fax : (450) 670-0250 E-mail : Helene_Tremblay@csmv.qc.ca

List of reference materials for following the route

Stage n° 5
Objective 5.1

L'alphabétisation en milieu de travail (1991)	Entraide budgétaire 261, chemin Montréal Vanier (Ontario) K1L 6C4 Telephone : (613) 746-0400 Fax : (613) 746-9284
Le français de base au travail – cahier pédagogique (1990)	Centre des ressources en éducation populaire (CREP) Contact : Danielle Goyette 3000, rue Beaubien Est Montréal (Québec) H1Y 1H2 Telephone : (514) 596-4567 Fax : (514) 596-4561

Stage n° 5

Objective 5.1 (cont.)

Partez gagnants avec les outils du savoir (1995) (video and collection) Regional collection of working documents – French section and video	Table régionale d'alphabétisation du Saguenay—Lac-Saint-Jean, de Cha Chibougamau Commission scolaire du Lac-Saint-Jean Contact : Jean-Louis Brassard 775, boul. Saint-Luc Ouest Alma (Québec) G8B 2K8 Telephone : (418) 669-6122 Fax : (418) 669-6134 E-mail : brassardjl@cslacst-jean.qc.ca

List of reference materials for following the route

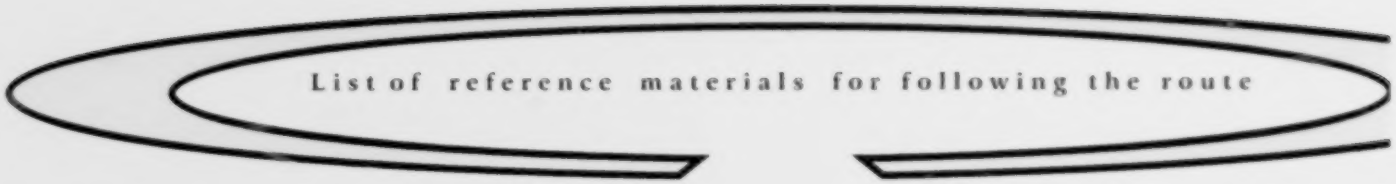
Stage n° 5
Objective 5.2

L'alphabétisation en milieu de travail (1991)	Entraide budgétaire 261, chemin Montréal Vanier (Ontario) K1L 6C4 Telephone : (613) 746-0400 Fax : (613) 746-9284
Le français de base au travail – cahier pédagogique (1990)	Centre des ressources en éducation populaire (CREP) Contact : Danielle Goyette 3000, rue Beaubien Est Montréal (Québec) H1Y 1H2 Telephone : (514) 596-4567 Fax : (514) 596-4561

List of reference materials for following the route

Stage n° 5
Objective 5.2 (cont.)

Outil de développement de l'employabilité – volume mathématiques, volume français, guide d'utilisation (1990-1992)	Centre de recyclage et d'employabilité de la main-d'œuvre de l'Estrie (CREME) Contact : Jean-Claude Lavoie 393, rue Belvédère Sud Sherbrooke (Québec) J1H 4B7 Telephone : (819) 565-3544 Fax : (819) 565-7270
Partez gagnants avec les outils du savoir (1995) (video and collection) Regional collection of working documents – French section and video	Table régionale d'alphabétisation du Saguenay—Lac-Saint-Jean, de Cha Chibougamau Commission scolaire du Lac-Saint-Jean Contact : Jean-Louis Brassard 775, boul. Saint-Luc Ouest Alma (Québec) G8B 2K8 Telephone : (418) 669-6122 Fax : (418) 669-6134 E-mail : brassardjl@cslacst-jean.qc.ca



Stage n° 5
Objective 5.2 (cont.)

Guide to Customized Literacy Training, (1996, revised edition)	Direction de la formation générale des adultes Ministère de l'Éducation Contact : Lino Mastriani 1035, rue De La Chevrotière, 17e étage Québec (Québec) G1R 5A5 Telephone : (418) 644-0220 Fax : (418) 528-7454 E-mail : lino@total.net Web : http://www.meq.gouv.qc.ca/dfga/

List of reference materials for following the route

Stage n° 6
Objective 6.1

Cadre de référenc *Formation de base en entreprise* (1993) (2 binders)	Table de concertation en alphabétisation de l'Île de Montréal Commission scolaire Marguerite-Bourgeoys Contact : Renée Normandin 331, rue Mimosa Dorval (Québec) H9S 3K5 Telephone : (514) 636-4444, ext. 124 Fax : (514) 636-4474
Guide d'élaboration des tests de vérification des compétences de base en milieu de travail (1994)	Commission scolaire des Découvreurs Contact : Marc Chamard 770, rue Jacques-Berthiaume Sainte-Foy (Québec) G1V 3T1 Telephone : (418) 652-2184 Fax : (418) 652-3316 E-mail : chamardm@csdecou.qc.ca

List of reference materials for following the route

Stage n° 6
Objective 6.1 (cont.)

Apprendre à se servir de ce que l'on apprend. Le transfert d'apprentissage en formation	Groupe de recherche appliqué à la formation au travail (GRAFT) Département de psychologie Université de Montréal Case postale 6128, succursale A Montréal (Québec) H3C 3J7 Telephone : (514) 343-6772 Fax : (514) 343-2285
Évaluation du transfert des apprentissages des étudiants inscrits en formation de base traditionnelle et en formation de base des travailleurs (1995)	Commission scolaire de la Côte-du-Sud Contact : Yves Pelletier 157, rue Saint-Louis Montmagny (Québec) G5V 4N3 Telephone : (418) 248-2016 Fax : (418) 248-9797 E-mail : pelletieryves@cscotesud.qc.ca

Other reference material

Documentation catalogues	Centre de documentation sur l'éducation des adultes et la condition féminine (CDEACF) Contact : Rosalie Ndejuru/Yves Otis 110, rue Sainte-Thérèse, bureau 101 Montréal (Québec) H2Y 1E6 Telephone : (514) 876-1180 Fax : (514) 876-1325 E-mail : otis@cdeacf.ca Web : http://www.alpha.cdeacf.ca/
Alpha 96. Formation de base et travail (1996)	Institut de l'Unesco pour l'éducation Direction des communications Ministère de l'Éducation Web : http://www.meq.gouv.qc.ca/

Other reference material (cont.)

Compétences fortes (1995)	Institut canadien d'éducation des adultes (ICEA) Contact : Bernard Vallée 5225, rue Berri, bureau 300 Montréal (Québec) H2J 2S4 Telephone : (514) 948-2044 Fax : (514) 948-2046
Learning Disabilities and the Workplace	Learning Disabilities Association of Canada 323, Chaptel Street, Room 200 Ottawa (Ontario) K1N 7Z2

Other reference material (cont.)

Mystères à l'usine (1996)	Centrale des syndicats démocratiques (CSD) Contact : Jocelyn Lavoie 5100, rue Sherbrooke Est, bureau 800 Montréal (Québec) H1V 3R9 Telephone : (514) 899-1070 Fax : (514) 899-1216

List of reference materials for following the route

Suggested readings in english

A Lot to Learn. Education and Training in Canada. A Statement by the Economic Council of Canada, 1992. ISBN 0-660-14436-0.

Allan, Jane. "Literacy at Work" in *Canadian Business Magazine*. Toronto: CB Media, February 1991, pp. 70-73.

Employment and Immigration Canada. *Adult Training*. vol. 3, no. 2, 1978 / vols. 10-11, [n.p.].

Hamadache, Ali, Daniel Martin. *Theory and Practice of Literacy Work: Policies, Strategies and Examples*. Paris: Unesco/CODE, 1986.

Laubach Literacy of Canada. *Workplace Literacy*. Materials. (506) 634-1980.

Long, Ellen (Workplace Education Centre). *The Impact of Basic Skills Programs on Canadian Workplaces*. Results of a national study for ABC Canada Literacy Foundation.

Statistics Canada and Employment and Immigration Canada. *The 1990 Adult Education and Training Survey*.

Taylor, Maurice C., Glenda R. Lewe, James A. Draper (eds.). *Basic Skills for the Workplace*. Toronto: Culture Concepts Inc., [n.d.].

Waugh, Sue (ed.). *Workplace Literacy Skills and Basic Skills*. Ottawa: National Literacy Secretariat, Department of Multiculturalism and Citizenship Canada, 1990.

Workplace Education Centre: A Division of ABC Canada. 1-800-303-1004.

Appendix II

Essential tools
for assessing
the side benefits of following the route

- **Group-facilitation options**
- **Group-facilitation scenario**
- **Charts**

Essential tools for assessing the side benefits of following the route

This appendix deals with the practical aspects of impact assessment. It provides suggestions regarding various options for group facilitation, offers a group-facilitation scenario with three types of objectives to evaluate and gives an example of how to compile results. The appendix also presents sample checklists for group facilitation and for compiling results that can be adapted to various needs.

1 Group - facilitation options

1.1 Suggested approach

The group approach is the one recommended here for purposes of assessing the impact of basic skills training on company performance. Individual strategies have been tried with workers in the past, namely in the context of type 1 and 2 assessments, namely the assessment of worker satisfaction and progress. Type 3 assessments pertain to all the workers who have taken the basic skills training (assessing new behaviours), as well as the impact on the company.

School boards and community-based literacy groups are best advised to give priority to an approach that is simple, practical and economical in terms of mobilizing the necessary human resources.

1.2 Suggested procedure

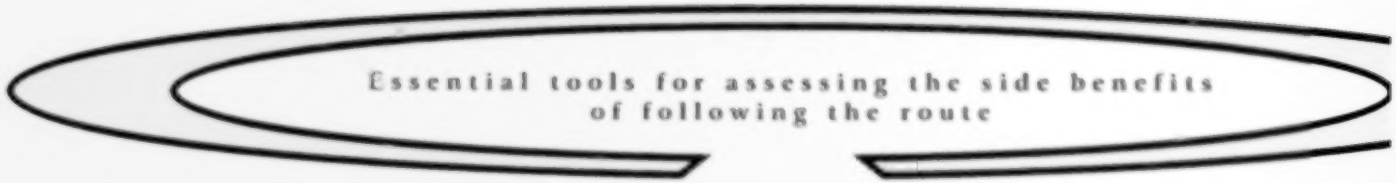
A representative of the school board or community-based literacy group should lead the meetings in a flexible, systematic fashion. Ideally, the person chosen should be thoroughly familiar with the company context (the work environment) and the previously identified needs and should have the skills to create an atmosphere of trust that will put the participants completely at ease.

He or she could organize the activity as follows:

- meet two discussion groups separately:
  · the people in the worker's environment (employer, union representative, supervisors, members of the joint committee, etc.);
  · the workers themselves, as well as the trainer;

- plan a question-and-answer session of around one hour. Representatives of school boards or community-based literacy groups could attend and take notes;

- organize time so as to cover all selected categories of focal points within the hour-long session;
- draw inspiration from the sub-categories of focal points by formulating three or four questions for each category in order to encourage reflection and the exchange of ideas on the impact experienced;
- ask for concrete examples and testimonials to back up the information collected;
- take note of the comments and examples, as well as any thoughts expressed, in order to compile information, making sure to differentiate the categories of focal points relating to the company and those relating to the workers;
- by way of conclusion, summarize the information that has been collected in terms of the different impacts experienced in relation to each category of focal point.



Next, the facilitator could:

- compile the results in a clear and concise manner;
- organize them in the form of a marketing product that can be used to adapt and launch activities according to the organizational stages involved in basic skills training;
- present the results to all partners.

Note: During the meeting with the workers, the facilitator should explain the process in general terms, present an overview of the categories of focal points and ask the workers to talk freely about their experiences. He or she could then categorize the different testimonials that have been given. During the meeting with the employer and the union, the discussion could be organized sequentially, one category of focal point at a time.

1.3 Physical and material conditions

A number of other factors must also be organized beforehand for the group sessions:

- a meeting room or training room where the chairs and tables are arranged to facilitate discussion;
- a group-facilitation checklist (on paper or a transparency);
- an overhead projector;
- a chalkboard, chalk and pencils;
- paper and pencils for the participants;
- a coffee break or buffet before or after the session, etc.

2 Group - Facilitation Scenario

General context of the scenario

New wood-sorting equipment was installed at the Dubois sawmill over the last year. This created training needs among the people working in this sector. Twelve of them received 120 hours of basic skills training in the workplace, at a rate of four hours a week during two fifteen-week sessions. Four months after the end of the first year of training, the workers were asked to attend a meeting with their superiors to help assess the impact of the basic skills training activity prior to planning for the second year of activities.

First meeting

The training consultant from the school board met with the sawmill workers at the end of their work shift; the meeting was also attended by their trainer. The consultant used a group-facilitation checklist itemizing three categories of focal points (as well as a few sub-categories): their ability to apply their knowledge in oral and written communication, the abilitiy to use their computational knowledge and the ability to be accountable, to participate in company life and to integrate into the company environment. These had been defined as desired outcomes during the needs analysis process.

Second meeting

The same group-facilitation checklist was used during a second meeting, which brought together representatives of the company and the union; only the questions were different. The results of the two meetings were compiled in the checklist designed for this purpose. This checklist was validated by the people who had attended one of the two meetings and it was then sent to the company management. Given the results attained and the new needs assessed, the company management authorized the continuation of training for a second year.

The following pages provide

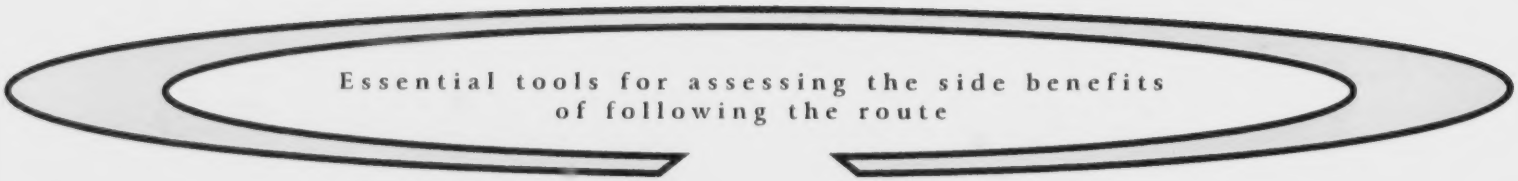
- an example of group facilitation based on the scenario and focused on the following categories of objectives :
  - Category A - Ability to apply their knowledge in oral and written communication.
  - Category B - Ability to use their computational knowledge.
  - Category C - Ability to be accountable, to participate in company life and to integrate into the company and other environments.
- an example of results compilation based on the scenario.

2.1 Example of group facilitation based on the scenario

Category A

Ability to apply their knowledge in oral and written communication

- Communicate in an appropriate manner with co-workers, management, the public or company clientele, etc.
- Read posters, memoranda, work instructions, collective agreements, specialized articles.
- Write memoranda and daily reports.
- Fill out forms and answer questionnaires, etc.



Category A (cont.)

Questions to ask	
Workers	**Employer or union**
• Since the basic skills training activity, have you had the opportunity to use your new reading skills? • Do you understand the instructions regarding the use of the new equipment more easily now? • Are you able to write a daily report to pass on information to workers on the next shift?	• Have there been any noticeable changes relating to use of their new reading skills reflected in the behaviour of the workers who took the basic skills training: – in terms of their reading ability? – in terms of their ability to write or compose messages? – in terms of their ability to communicate orally?

Category A (cont.)

Examples of comments collected

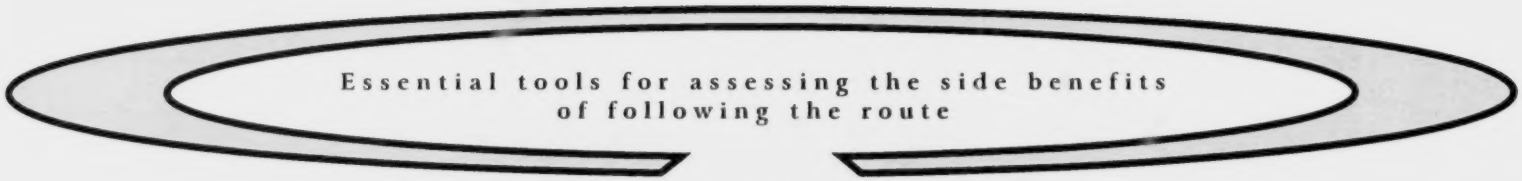
From workers	From employer or union
• In the past few months, I have enjoyed reading the headlines of specialized forestry journals during my coffee break. • I pay more attention now when I go by a noticeboard; I take the time to read the notices from the administration. • I can read the repair instructions on the screen at my work station faster than I could before. • I'm not as shy about writing a report; I make far fewer errors. I even find that my handwriting has improved. I'm sure that the person taking over will understand what I've written. • I read everything that comes my way... so that nothing can be put over me. • I'm more up to date now on what's going on in the plant and feel confident enough to give my opinion, even to my boss!	• I've noticed that the reports submitted by my team leader are more carefully done, that he is more careful now in writing his texts. He hardly makes any mistakes any more. • I think that people pay more attention to messages from the administration. They stop to read the notice boards. • I have the impression that some workers are less shy than they were and that they can communicate better now. It's given them confidence. • There are fewer production errors now caused by misreading of information. • The employees ask more questions, give their ideas and ask us for more information in general.

Category B

Ability to use their computational knowledge
• Estimate and calculate costs. • Prepare invoices. • Use measurement systems and instruments. • Participate in vocational training, etc.

Category B (cont.)

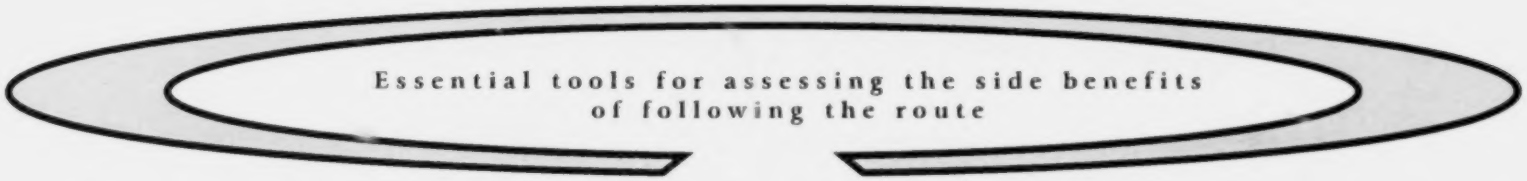
Questions to ask	
Workers	**Employer or union**
• Are you able to estimate plank lengths in metres and centimetres? • Do you often use the measurement instruments that belong to the sawmill? • Are you comfortable doing basic calculations like multiplication, division, fractions, etc.? • Are you ready to enroll in a training activity in mechanics?	• Since the basic skills training, have you noticed whether the workers have an easier time counting? • Are the workers more at ease when "talking metric"? • Do the workers show greater confidence regarding other training activities they are offered?



Category B (cont.)

Examples of comments collected

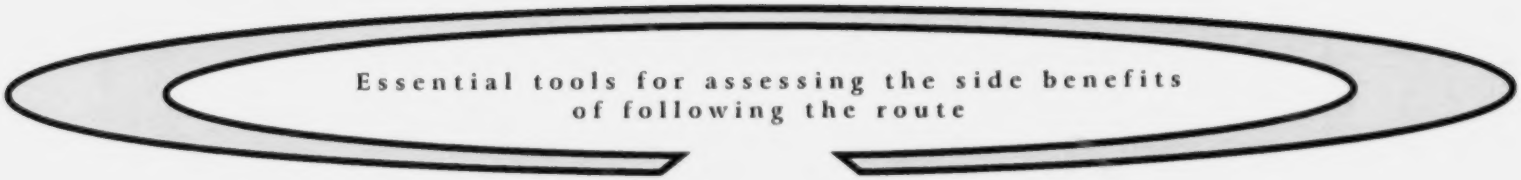
From workers	From employer or union
• Now I can understand why management standardized the measurement system; the measurements are more accurate. • Now I'm able to say that we cut the wood in metres and can understand what others mean when it's time to ship our production in cubic metres. • I'm able to adjust my saw to the exact measurement and not just to an approximate measurement. • Before I was afraid of computers; now I understand that it's not all that complicated. • Once I tried taking a mechanics course but had to quit because I didn't count fast enough; I was always going back over what I'd done and was way behind the others. Now, if another course is offered, I'm going to enroll!	• The workers are now more confident and faster in their mental arithmetic skills. I've also noticed that they are using their calculators more. • It's easier to assist them in their work. • We received some new equipment that required a knowledge of metric measurement. The workers already seemed skillful in using these measurements. They didn't hesitate at all. • Now, we no longer allow workers to take courses in mechanics or milling without first checking that they have the basic competencies required. There used to be too many failures in the theoretical evaluations. We new recommend basic skills training before vocational training.



Category C

Ability to be accountable, to participate in company life and to integrate into the company and other environments

- Work in teams and on committees.
- Use problem-solving techniques.
- Participate in management.
- Assimilate work methods.
- Take advantage of promotions and career counselling opportunities.
- Display self-esteem and self-confidence.
- Display motivation.
- Take action and mobilize others, etc.



Category C (cont.)

Questions to ask	
Workers	**Employer or union**
• Have you ever had the opportunity to take part in a work committee? • Have you participated in discussions on how to improve the work stations? • Are there workers in your group who have been given new responsabilities?	• Since the basic skills training, have you noticed whether the workers were more involved in work committees? • Have you noticed whether the workers have demonstrated more openness to the company and participate more actively? • Do you call more often now on their experience when reorganizing job tasks or setting up committees? • Have any of the workers who took part in the basic skills training applied for new positions or accepted to perform more challenging tasks?

Category C (cont.)

Examples of comments collected

From workers	From employer or union
• This year, at the union's general meeting, I said that I wanted to participate in a workplace health and safety committee. So far, I've been able to express my opinions. • I had ideas, but management never consulted us! That didn't prevent me from making small improvements to my work station and from competing in the Sawmill Inventor of the Year competition. • I saw the job posting for a heavy machinery driver, so I applied for the job and am waiting for an answer.	• Among other things, I've noticed that one worker who used to be very hesitant about getting involved this year took part in a funding activity. He seemed proud of his way of raising funds. I also noticed that all the details were carefully recorded and calculated. • We formed a joint training committee and two workers who have already taken basic skills training now sit on this committee. We speak the same language; they have a better understanding of our company's mission. They also have good ideas and are advocates of lifelong learning. • There haven't been any new positions as such, but we have adopted some new ways of doing things, particularly those recommended by the Quality Assurance Department; some people have a better understanding of our production requirements.

2.2 Example of results compilation based on the scenario

Needs assessed	Desired impact on company	Results of impact assessment	Unforeseen impact determined during impact assessment	Follow-up required
1st sub-category of focal point				
• To be able to apply their knowledge in oral and written communication.	• Improved customer service. • Greater speed in using new wood-sorting equipment. • More explicit daily reports, hence easier organization of task planning.	• Satisfied reports from clients. • Maximal use of equipment. • Clearer daily reports, but which require further improvement in organization of information.	• Development of sense of initiative. • Improved ability to adapt to technological change. • Greater self-confidence.	• Make use of impact assessed for purposes of lifelong learning. • Further clarify the offer of service.
2nd sub-category of focal point				
• To be able to use their computational knowledge.	• Appropriate use of measurement systems. • Ability to do mental arithmetic. • Use measurement and control instruments.	• Conversion of different measurement systems. • Possibility of giving clients an idea of size. • Use of measurement and control instruments.	• Use of calculator. • Less resistance to new equipment. • Self-confidence.	• Make use of impact assessed for purposes of lifelong learning. • Further clarify the offer of service.

Essential tools for assessing the side benefits of following the route

Needs assessed	Desired impact on company	Results of impact assessment	Unforeseen impact determined during impact assessment	Follow-up required
3rd sub-category of focal point				
• To be able to be accountable, to participate in company life and to integrate into the company and other environments.	• Involvement in work committees. • Staff mobility regarding new tasks. • Increased productivity as a result of greater confidence played in employee.	• Greater involvement in work. • Spinoff effect on co-workers in terms of getting them to participate in other training activities. • More applications made for new positions.	• Better understanding of company mission and requirements. • Better understanding of quality and productivity standards, etc.	• Make use of impact assessed for purposes of lifelong learning. • Further clarify the offer of service.

3 Sample group-facilitation checklist and results compilation chart

The proposed group-facilitation checklist deals with the following points :

- ability to adapt to their work environment;
- ability to apply their knowledge in oral and written communication, as well as their computational knowledge;
- ability to adapt to the public or company clientele;
- ability to be accountable, to participate in company life and to integrate into the company and other environments;
- ability to acquire and develop lifelong learning and self-instruction habits.

Group-facilitation checklist

• **Ability to adapt to their work environment**
• Technological changes. • New work methods. • Task reorganization. • Productivity and competition-related criteria and performance standards. • Health and safety in the workplace. • Requirements pertaining to quality standards. • Versatility, etc.

Questions to ask (three or four):

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Impact assessed, examples, and comments collected:

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Essential tools for assessing the side benefits of following the route

• **Ability to apply their knowledge in oral and written communication**
• Communicate in an appropriate manner with co-workers, management, the public or company clientele, etc. • Read posters, memoranda, work instructions, collective agreements, specialized articles. • Write memoranda and daily reports. • Fill out forms and answer questionnaires, etc.

Questions to ask (three or four):

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Impact assessed, examples, and comments collected:

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Essential tools for assessing the side benefits of following the route

• **Ability to use their computational knowledge**
• Estimate and calculate costs. • Prepare invoices. • Use measurement systems and instruments. • Participate in vocational training, etc.

Questions to ask (three or four):

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Impact assessed, examples, and comments collected:

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Essential tools for assessing the side benefits of following the route

- **Ability to adapt to the public or company clientele**

- Successful contacts with the public, company clientele and suppliers.
- Concern for public or customer satisfaction.
- Handling complaints, etc.

Questions to ask (three or four):

Impact assessed, examples, and comments collected:

Essential tools for assessing the side benefits of following the route

- **Ability to be accountable, to participate in company life and to integrate into the company and other environments**

- Work in teams and on committees.
- Use problem-solving techniques.
- Participate in management.
- Assimilate work methods.
- Take advantage of promotions and career counselling opportunities.
- Display self-esteem and self-confidence.
- Display motivation.
- Act and mobilize others, etc.

Questions to ask (three or four):

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Impact assessed, examples, and comments collected:

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Essential tools for assessing the side benefits of following the route

- **Ability to acquire and develop lifelong learning and self-instruction habits**

- Acquire new knowledge.
- Transfer of knowledge and skills.
- Anticipate training needs.
- Participate in training activities.
- Ask for other types of training, etc.

Questions to ask (three or four):

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Impact assessed, examples, and comments collected:

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Sample results compilation chart based on the scenario

Needs assessed	Desired impact on company	Results of impact assessment	Unforeseen impact determined during impact assessment	Follow-up required
1st sub-category of focal point				
2nd sub-category of focal point				
3rd sub-category of focal point				